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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

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How We Guide Pupils Out of SCHOLASTIC Difficulty

By HARRY A. BECKER

HOMEROOM TEACHERS who have guidance responsibilities often ask, "What can we do as homeroom counselors to help pupils who are failing?"

Despite efforts to provide each pupil with an appropriate program of studies, at least a few such pupils are found in every school. In many schools, because of wartime distractions and dislocations, there is an increased number of pupils who are having scholastic difficulty.

The following are suggestions made to homeroom counselors in Hamden High School in answer to this question.

Helping pupils who are having scholastic difficulty is an important guidance responsibility which is not a duplication of the efforts of the subject teachers. The homeroom counselor does not attempt to teach

the subject matter of the subjects involved. He works in cooperation with the subject teachers and supplements their efforts in significant ways.

The successful guiding of these pupils requires that the counselor have rather complete knowledge about them. He will usually not have time to make complete case studies, but he should at least be well informed on such matters as physical condition, personality and behavior patterns, family background and circumstances, outside activities, future plans, intelligence and aptitude test scores, and previous school record. *These cases often involve more than one subject, and it is up to the homeroom counselor to serve as a clearing house of information for the subject teachers.*

The activities of homeroom counselors in this respect may be listed somewhat as follows:

1. Determine the reasons for failure.
2. Set up a program for improvement.
3. Provide subject teachers and parents with information.
4. Check with pupil and teachers on progress.
5. Modify improvement program in accordance with developments.

Getting at the reasons for failure is a necessary first step. Plans for improvement cannot be made intelligently until the reasons for failure are determined. Information can always be obtained both from the subject teachers and the pupil. In addition,

EDITOR'S NOTE: This is the story of one high school's definite plan for helping and salvaging pupils who seem to be headed for failing marks. The author is director of guidance in Hamden, Conn., High School. He writes, "This plan has been found helpful by the homeroom teachers. Our guidance program is quite complete. I believe, however, that the program may be even more helpful to schools in which guidance is unorganized. The general procedure can be applied to any school."

important information can often be obtained from the parents and from the pupil's previous record. Of course, all information must be evaluated and interpreted.

From a study of the facts of the case, the counselor will be able to determine what the important reasons are. The more common reasons are: Poor study habits, lack of effort, poor use of time, deficiency in reading or another of the basic skills, too many outside activities, lack of future plans, lack of ability, poor health, and emotional disturbance. Often, there is more than one reason for failure.

The counselor must try to get at the fundamental reasons. Surface reasons such as poor attendance are usually only symptomatic. It is necessary for the counselor to probe deeper. Poor attendance, for example, may be brought about by such different causes as poor health, inappropriate program of studies, or too many outside activities.

After the homeroom counselor has determined what the reasons for the failure are, it is then possible to plan a program for improvement. In general, there are only two forms which an improvement program can take. For one thing, the counselor can encourage and aid the pupil to make the most of his personal equipment and opportunities. Second, where possible, conditions and circumstances affecting the pupil should be altered to his advantage. The counselor will usually include both of these forms of action in his improvement program.

Wherever possible, the pupil's active cooperation in planning an improvement program should be obtained. This can be done if the pupil accepts the homeroom counselor as a friend who wants to help. Suggestions from the pupil should be welcomed.

The pupil, for example, might see the need for getting to bed at an earlier hour and might promise to do so. In addition, he might promise to study at least one hour before dinner each evening and agree not

to listen to the radio until his assignments have been finished. The pupil might see the wisdom of testing himself on each assignment before considering it done. Regular attendance at the office hours of teachers will often be an important part of an improvement program.

A program change is sometimes, but not always, a desirable adjustment. Because of required make-up work and lost instruction, the pupil can actually be worse off in a new program. The only program changes which are made in Hamden High School during the year are those which are really imperative. The following are examples:

- A. The case of a pupil who has made every effort to meet the requirements of a subject, but who clearly lacks the ability to do so and will surely fail the subject.
- B. The case of a pupil who is carrying an extra subject and is having difficulty because of his heavy schedule.

Whatever plans are made for an improvement program should be put into effect immediately. Teachers and parents should be notified and their cooperation enlisted.

The work of the counselor always involves conferences with the pupil and often with teachers, parents, and even employers. No attempt will be made here to discuss conference techniques, but brief summaries of these conferences, especially of plans made, should be written up and made a part of the pupil's permanent record. In Hamden High School, the entries are made on the *Conference Card* which is in every pupil's folder.

The homeroom counselor should check frequently with pupils as to how things are going. This check-up helps to keep up pupil interest and effort.

Scholastic progress should be checked each week and sometimes even more frequently. This can be done through a simple mimeographed form on which each teacher indicates whether the pupil has been prepared in class, has attended office hours, and whether the quality of the work done

is improving. In Hamden High School, the form we use for this purpose is called the *Special Check-Up on Progress Form*.

It is usually advisable to modify the improvement program on the basis of the results obtained from it. A pupil who leaves his job because of low marks might be permitted to return to it after his marks have improved. A pupil who continues to have difficulty, even though he is devoting a regular amount of time to study, might need to prepare careful outlines of the subject matter. A pupil who has been attending office hours regularly may no longer require such additional help. On the other hand, a pupil who has attended office hours and made strenuous efforts to do satisfactory work, but who has not succeeded, may require a private tutor for a time.

It is sometimes necessary to use firm measures if all other efforts, including warning, have failed to gain cooperation. When restrictive action is taken, the counselor must be extremely careful that the counseling relationship is not wrecked in the process. It is sure to be wrecked if the counselor loses his temper or shows that he has lost confidence or patience. Restrictions should usually be imposed by someone other than the counselor, such as the principal or director of guidance. The best attitude for the counselor to take is:

I am sorry, but under the regulations of the school, I have no choice in the matter. As soon as you show enough improvement, I'll try to have the restrictions lifted.

For example, an uncooperative pupil may

be required to stay after school to attend office hours of teachers. Claims that other responsibilities make it impossible to remain after school should be carefully checked. If the pupil is under sixteen years of age and school attendance is compulsory (as in Connecticut), his school responsibilities must come first.

If the pupil is sixteen or more years old, and, because of outside responsibilities, does not make adequate preparation for his school work, he may need to choose whether he will drop some of these outside responsibilities or leave school. Of course, we want every pupil who can profit from high school to remain in school, and we do all that we can to meet his needs. There is even a Co-operative Work Plan which provides for alternating weeks of work and study. We only ask that the pupil do everything that he can to meet the requirements of the school. Only a handful of pupils leave school because they wish to attend solely on their own terms. These do not do either themselves or the school any good by remaining on the rolls.

In Hamden High School, the counselor for girls is available to assist in the cases of girls in scholastic difficulty and the counselor for boys in cases of boys. Their assistance may be had for as long a time as it is needed in a given case.

A planned program of counseling can do much to alleviate the problem of scholastic deficiency. The problem is worthy of careful attention—though, of course, it is only one and not the only important guidance problem.

Mastery vs. Appreciation

I believe that we shall need to distinguish more clearly between what might be called mastery courses and those taught primarily for appreciation. Our failure to distinguish between these two values has taught many thousands of youngsters to hate things which might have been appreciated if mastery hadn't been our primary aim. I think it will always be desirable, where possible, for any boy or girl to master some one subject or part of a subject

if for no other reason than to learn the technique of mastery, but it is just as important in my opinion that the thousands who cannot successfully master subjects should appreciate their values and content.

For our general mass school I believe we shall need more appreciation than mastery, and for the simple reason that not too many of our youth have the aptitude or interest necessary for mastery.—HENRY H. HILL in *Peabody Journal of Education*.

FAILED

*Many of the reasons for failure
of 96 pupils were not adequate*

without GOOD CAUSE

By EDWIN A. FENSCH

THE PROBLEM of whether to hand out failing grades for a year's work seems to be as much of a perennial as the coming of spring. Each year various schools try a new attack on both the pupils and the teachers in an effort to cut down, if not eliminate, the awarding of that discouraging grade—F.

In spite of a good many different approaches to the problem, there remains a wide-spread belief that a pupil either passes or he does not pass; either he has measured up to a standard set by "somebody", or he has not. In the latter case, he returns in the fall to the same situation, sits through the same routine, perhaps turns in the same quality of work, and finally is passed on to the next grade.

The John Simpson Junior High School, in Mansfield, Ohio, in its attempt to reduce or eliminate failures, holds no claim to having achieved wonders in this field. The administration of that school had wrestled with the problem in the past and was still

wrestling with it last year. While considerable success had been won through faculty cooperation in lowering the amount of "F's" passed out to students, it was felt that much more could still be done in the school toward solving this difficulty.

But, like all modes of attack, the recurrence of arguments tends to rob them of their fire; hence it was decided to approach the faculty from another angle.

At the time that teachers were compiling their records and preparing to issue final grades, the principal sent each member of the faculty a number of forms on which they were to turn in the following information: the name of each pupil to be failed, the subject in which he was to be given a failing grade, and all reasons for awarding this failing grade. When these blanks were returned to the office, they were immediately given to the writer to prepare a report for the teachers of the school.

While this did not turn out to be an exhaustive study, the results in many instances were rather amazing and gave rise to considerable thinking on the part of the teachers. Following is a list of the reasons and their frequency, given by teachers, for assigning a failing grade to 96 pupils:

Student absent too much	125
No book reports	32
No class participation	28
No effort; does not care	23
Work not handed in	18
No make-up work	14
Slow; low I.Q.; "can't"	12
Lazy	10
No preparation	10
Troublesome	6
Cannot read	5
Failed test	4
Wants attention	4
No homework	3

EDITOR'S NOTE: If you failed some pupils at the end of the past semester, would your reasons for doing so in each case stand up well in an investigation? In this study conducted when semester grades were being prepared, the teachers of a junior high school were requested to state their specific reasons for each failing grade they gave their pupils. The reasons seemed good enough to the teachers at the time. What the investigator thought, you will learn in this article. Mr. Fensch is school psychologist of the Mansfield, Ohio, Public Schools.

Entered late	3
Childish	3
Sleeps in class	2
Poor home conditions	2
Truant	2
Would not dress for gym	2
Thinks he can't	1
Can do better	1
Over-age	1
Self-conscious	1
Smokes too much	1
No background	1
No patience	1
Glandular trouble	1
Bad eyes	1
Works in beauty parlor	1

(Before proceeding with the discussion of this table, the writer wishes to state that in his opinion this faculty was a capable one, as well prepared to teach as the average school faculty and in some respects above the average. The majority of the teachers held master's degrees, from outstanding universities, in their particular subject fields, and all of them were experienced teachers.)

Even a hasty glance over the foregoing report indicates that many of the reasons given for failures were illogical, and that many of them smack of teaching subject matter instead of boys and girls.

The leading reason—too frequent absence from school—might be expected to head such a list, and one may grant that such a state of affairs would not fit a child for promotion from a particular subject to one of a higher degree of academic requirements. Here one is confronted with two problems, student personnel and curriculum requirements.

But from this point on, no one could so excuse the reasons given. After having read, poorly or well, a number of textbooks, and other material, pupils are still deemed failures for not having read an additional number of books. In this case, as in the instances of pupils failed for not doing homework, the writer was reminded of homes he visited where pupils actually could not have signed their names to a piece of paper for there was no place to do so in the shack they called home. Neither

could they have space to read a book, not to mention adequate lighting for reading.

It has often been said that rules are made to be broken. There are often very good reasons why a pupil does not have the opportunity to read books at home. Furthermore, the problem of leading a boy or girl to enjoy a book so that the pupil willingly goes to the library and selects a book that is interesting to him may well be a case of teacher success or failure as well as student success or failure.

Many of the items in the table could be interpreted as teacher failure rather than pupil failure. When a pupil does not care and makes no effort to learn, the teaching may be at fault, not the pupil.

The fact that a pupil is not prepared, is troublesome, wants attention, acts childish, sleeps in class, thinks he cannot do the task, is over-age, self-conscious, has no background, may among other things, be the fault of the particular teacher or the school as a whole. Perhaps the curriculum does not fit the pupil and he has been placed in the discouraging position of being ordered to fit himself to the curriculum.

Psychological study and guidance are indicated in some cases. Pupils who sleep in class may need medical attention or psychological study—or the teacher may need some attention or "jacking up"!

Such reasons for assigning failing grades to pupils as: he smokes too much, glandular trouble, bad eyes, works in a beauty parlor, poor home conditions, would not dress for gym, are after all such poor justification that one wonders what would possess a teacher to give such reasons. (Or should one say, excuses?)

What reasoning would a teacher employ to decide how much a pupil must smoke in order to fail a subject? Why would a pupil fail a subject because his eyes are bad? Or, one should ask, why wasn't something done about his eyes, rather than fail the pupil? If a pupil does not dress for gym, the teacher is confronted with a prob-

lem in education and guidance, and perhaps health problems—not with assigning an F.

As was discovered, after the tabulated results were returned to the teachers, seeing such reasons set down in cold type is quite a different proposition from mulling them over in one's mind and evaluating them in the form of a failing grade. Many of the teachers were willing to reconsider their decisions and make adjustments in keeping with the child's circumstances rather than stick to a decision based mainly on a process

of bookkeeping. It was a step forward.

To repeat, this was not an exhaustive study of the situation in this school. Nevertheless, the administration felt that it did accomplish more than with previous methods. After facing the facts gathered in this study, the teachers seemed more acutely aware of the child's problems as they related to his position and work in the class. The report resulted in much discussion among faculty members. This indicates thinking—which is, after all, one of the best approaches to any problem.



Recently They Said:

The Daily Dose

Recognize the fact that learners are still being strongly influenced by teachers and classmates who assume that the primary job of the teacher is to decide what cans of information are to be memorized, open those cans, and then dish out the facts to be taken in by the learner with little or no thought as to when if ever he is likely to need them. Obviously under these circumstances learner initiative and responsibility tend to die a lingering death.—RAY H. SIMPSON in *Journal of Educational Research*.

Left-Handed Compliment

It has long been a mystery to me to observe the wide assortment of so-called educational experts who suddenly spring forth in times of great social crisis. The present period is no exception, for a number of our more or less prominent citizens have recently expressed themselves on the failure of the educational enterprise.

They would have us believe that the curriculum of the schools and colleges, as it has developed through the years, does not produce citizens who are able to withstand the rigors of life. In a queer, left-handed sort of way, they credit the educational system with a far greater number of achievements than it could possibly attain.—HERBERT D. WELTE in *Peabody Journal of Education*.

Wild Life Lab.

Few (city) high schools have the opportunity of studying trees, wild flowers, and birds in their

native haunts. Arsenal Technical High School of Indianapolis, Indiana, enjoys this rare privilege. On its campus of seventy-six acres are still found four and one-half acres of virgin forest. In 1926 this area was fenced and placed under the care of the botany department. It has been dedicated to the purpose of acquainting boys and girls with plants and animals as they live in the out-of-doors.—CHARLOTTE L. GRANT in *School Science and Mathematics*.

Definitions

Conference: A group of men who, individually, can do nothing, but as a group can meet and decide nothing can be done.

Statistician: A man who draws mathematically precise lines from an unwarranted assumption to a foregone conclusion.—*The Kalends* quoted in *Business Education World*.

Open Board Meetings

The Seattle, Wash., Board of Education definitely planned that citizens having matters calling for board action should attend school board meetings. We have a board room that will seat 200 people, and at many of the meetings most of the seats are occupied. We invite the PTA and teachers' organizations to send their representatives regularly to the board's weekly meetings, and any of the public who want to attend. We consider that our business, being a public business, should be transacted publicly. "Open covenants openly arrived at", as Woodrow Wilson proposed for the settlement of international problems.—JOHN B. SHORETT in *Washington Education Journal*.

CONSERVATION FAIR:

A wartime school-community project

By L. W. ANDERSON

COMMUNITY AGRICULTURAL FAIRS are not new to the rural areas of North Carolina and they have in the past served as educational factors in the development of this great farming section. Recently they have begun to degenerate into big carnivals, with the emphasis less and less on displaying the products and creations of the citizenry. As a result they are losing the interest and approval of those most concerned with community progress.

Held during the harvesting season when farmers have excess money, these fairs are usually devoted to freak shows, hot-dog stands, a few dilapidated rides, and petty gambling concessions, with a building somewhere back of the midway for a few farm exhibits—if one is fortunate enough to find it!

Once great community undertakings, fairs are now frequently sponsored by local civic or fraternal organizations for the sole purpose of making money for their ever-lean treasuries. As a rule little time is expended in the preparation of the premium

lists or in organizing the various departments, so there are oftentimes limitations in types of entries and a paucity of community work.

Such limitations, of course, have never permitted complete cooperation from the schools. Only the vocational departments generally receive invitations for a display of their work, leaving the classrooms from kindergarten through high school only partially represented.

When plans were made for the Robersonville School Fair during the past year the initial objective was to give pupils and groups throughout the schools an opportunity to display their work outside of the classrooms. Originally it was intended to include only the white pupils within the local schools, but before final plans for the premium lists were made, all eight schools in the district were included. Among these were several Negro schools, and although at first there was some opposition by a few white people toward the idea of including the Negroes, it was soon dissipated. Later, when the suggestion was made that many adults in the community would like to make entries, the fair was broadened still further into a community-school venture.

It was realized from the outset that the fair should be genuinely purposeful. The work exhibited should be the outgrowth of the school program or the avocational interests of the pupils, and it was early agreed that every pupil should be offered the opportunity to enter his achievement, whether mediocre or superior.

A preliminary survey of the work in progress in schools revealed diversified interests

EDITOR'S NOTE: *The fair discussed in this article has three points of particular interest. First, it was conscious public-relations work on the part of the school system, as the community was invited to participate in the events. Second, the fair marked a step forward in interracial relations, as the Negro schools of this Southern community were included, in spite of some early opposition. And third, the fair was planned to promote wartime conservation. Mr. Anderson is principal of the Robersonville, N.C., Schools.*

and many areas of learning from which the products of creative effort might be expected. All that was needed for the fair was a plan of organization which would demonstrate a central idea.

Fortunately, in nearly every room there were splendid examples of the teaching of wartime conservation. One room was developing a unit on the repair and redecoration of old furniture. Another was making pretty and serviceable bedroom slippers from corn stalks and brightly colored scrap cloth. Still another room, not being able to secure from the western part of the state the usual supply of clay for making pottery, searched for and found a clay deposit nearby which proved just as good in quality as clay which the school had for years imported.

Quite naturally, then, the theme of the fair became apparent. Since we could not sponsor anything which would use vital materials, wouldn't it be quite possible to demonstrate the school's role in conservation and perhaps at the same time point the way toward transforming discarded materials into something practical and beautiful?

The pupils and the teachers agreed readily that it could be done and set about planning their work around this idea. One school developed a unified exhibit around the theme of "Something from Nothing". This exhibit featured straw hats from field straw, gloves and bedroom slippers from discarded sweaters, pillows from guano sacks, and even table lamps from polished burls of hardwood trees.

The final count of individual and group entries astonished even the most optimistic. Original estimates had placed the number at around five hundred, but over eighteen hundred were received. They ranged from a first-grade pupil's conception of a modern sea battle, drawn with crayons, to a finished living-room table made by a high-school youth in the workshop. A great majority of the exhibits were individual items, but some of the grades supplemented the indi-

vidual work with units which they had prepared for demonstration purposes.

One such unit illustrated the interest of seventh-grade pupils in current events. They drew a large world map in colors and flanked it with hand-made flags of all the allied countries.

A second-grade class which had been studying community life and institutions constructed cardboard set-ups of the main public buildings and industrial concerns in Robersonville, even realistically showing school buses on the way to school, pupils visible through the bus windows. This attractive exhibit appeared difficult to construct, yet it was made simply by having the pupils draw and color the buildings and then glue them to the cardboard.

Another grade used an old table, several chairs, and a small book case, transforming them into a colorful library reading center, particularly attractive to primary pupils. In the center of the table was a glass jug, hand decorated, filled with cattails which had been painted varying colors. From each side of the book case hung a Mexican charm string made from gourds, fully matured okra, cotton bolls, and pine-tree cones, all painted in bright, harmonizing colors.

Many high-school pupils illustrated their favorite books in dioramic form, since National Book Week was being observed at the time of the fair. One high-school boy constructed in the minutest detail the scene in the artist's room in *The Light that Failed*. His illustration was so accurate that the town library recently borrowed it for an exhibit of their own. Another boy constructed a show boat as an illustration of the book by that title.

In dramatics, stage interiors and exteriors were made to show scenes in plays. The winning stage set was a log cabin interior painstakingly made from carefully selected, uniform twigs. The furniture was in keeping with the setting—a crude board table with long seats made from split logs, an old-fashioned bed, and a gun over the door.

Among other interesting contributions were model homes showing furniture arrangement or landscaping, wood work, metal work, sewing, knitting, embroidery, weaving, home-canned and preserved products, carvings, clay models, paintings, cartoons on modern political and economic problems, maps, plaques, model aeroplanes, wooden and cloth toys, and novelties of many descriptions. Community work consisted mainly of hand work and canning.

As a reward to the pupils over three hundred first-, second-, and third-place ribbons were distributed by the judges, as well as over one hundred fifty dollars in war savings stamps provided by the Parent-Teacher Association.

That the fair was a success in many ways was self evident. Meager numbers of visitors at first grew into bigger numbers as the week went by and as word got around that the exhibits were really worth seeing, and although there was no actual door count, the possible attendance reached three thousand. The real drawing card, of course, was the fact that so many of the homes in the community were represented in the exhibit hall. Many people were heard to remark, "This is surprising. When I went to school I never had the opportunity to do things like this", or "Did school children really make these things?"

Such favorable comment indicated that even parents were unaware of the quality of the work being produced in their own schools. It meant, too, that the schools had gained the confidence and good will of their patrons.

Better racial understanding was an outcome pleasing to all, for the Negroes came in for their share of praise. Their exhibits were a credit to any race. Some few people

objected to Negroes exhibiting along with white people, but after it was explained that one of the purposes of the fair was to educate the community in thrift, and Negroes needed this information as well as white people, objections were withdrawn. The learning of tolerance and a willingness to share with others, then, were very important factors in the total success of the undertaking.

As for the pupils, reports from their teachers told of increased interest by even the less studious. The creative impulse was awakened as never before and was integrated in a natural way with the school program. Talent was discovered which had been lying dormant, and in some cases had not been given the opportunity to be expressed. The education of the hand as well as the mind was emphasized, and activity gave to the regular school routine a glamor which was a genuine motivating force.

Thrift was encouraged by the demonstration of how materials often discarded may be turned into something of beauty and value. Work experience was provided to the pupils in planning for the fair, organizing the exhibits by classifying, labeling, and tagging them, decorating the exhibit building, in serving as guides, ticket sellers, and ticket takers. One club even capitalized on the throngs of visitors and sold refreshments, realizing a nice profit from the sales.

But perhaps the biggest and most important outcome of all was the pride which the fair engendered in the pupils for their schools. Because of the uncertainty of the times, plans for the fair next year are not definite, but one thing is evident—if a fair is possible, it will receive the cooperation of the entire community.



Finances (if they are not personal) are boring. So is the subject of taxation. Retirement will never be written up as a best seller. But some way or other teachers must learn about these things and be able to talk about them to the public.—MARTIN S. MILLER in *Washington Education Journal*.

Do Pupils Want Teaching of Controversial Issues?

*A study in
5 schools*

By RONALD B. EDGERTON

MANY ARTICLES have been written which reveal adult thinking on the question of controversial issues in the schools. But few if any of them throw much light upon the attitudes of the pupils themselves toward this important problem. In time of war, these attitudes are especially pertinent.

To what extent do pupils on the junior-high level desire to avoid the reading about, discussing of, listening to community speakers on, or studying complete units around the explosive issues of their day? How do they define the role of the teacher in regard thereto? What are pupil reactions to the various adult statements made pro and con on this subject? And how do these attitudes change after exposure to twelve controversial situations for one month?

These questions arose out of a larger experimental study¹ (April-May 1942) of

¹ Edgerton, R. B. *Attitudes of Junior High Pupils Toward Civil Liberties in Time of War*. Doctoral Dissertation, University of Wisconsin, 1942.

EDITOR'S NOTE: This article reports on the attitudes of junior-high-school pupils toward the handling of controversial issues in the classroom. And since, as the author implies, everyone else has been heard from on the subject, it is about time that we learn how the children themselves feel about the various problems involved. In the study, pupils in nine seventh- and eighth-grade classes of five junior high schools in the Madison Wis., area took part. Dr. Edgerton teaches in the Laboratory Schools of the University of Chicago.

the modifiability of pupil attitudes toward civil liberties in time of war. Enough of the picture is here cited to indicate the limits of the generalizations which may be drawn.

Nine seventh- and eighth-grade classes from five separate schools in the Madison, Wisconsin area took part in this investigation. Three hundred and thirty pupils (predominantly "middle class" in economic background) were confronted with three hundred item-situations involving controversy in the field of civil liberties. They were asked to react according to whether they agreed with, were uncertain about, or disagreed with the recorded statements or actions. Four sample items are here given merely to illustrate the nature of "controversial subjects":

49. It is unpatriotic to say what you think about your government in time of war.

50. (Most-Towns, U.S.A.) First-class hotels and restaurants refuse to serve Negroes.

40. The preamble of our federal constitution should be changed to read: "We the Christian people of the United States . . ."

56. (One-Town, Ill.) The public library board ordered the librarian to destroy the library's copy of the book, *The Grapes of Wrath*.

After one hundred such statements, the pupils were confronted with these problems:

I. Five teachers (A, B, C, D, and E) were asked how they would handle such "hot" questions in their classrooms, and they replied as follows. Rank these five teachers in the order in which you would choose them to teach you.

	Results Rank %
<i>Teacher A:</i> Would avoid such subjects as much as possible.	5 78
<i>Teacher B:</i> Would put materials on the book shelves but would allow no class discussion of the subjects.	4 68
<i>Teacher C:</i> Would allow a brief class discussion of them.	3 63
<i>Teacher D:</i> Would invite speakers in to present various viewpoints and discuss these with the class.	2 60
<i>Teacher E:</i> Would make complete units around such subjects, speakers and all, and encourage everyone to find, filter, face, and follow the facts.	1 53

Results: The rank orders cited to the right in the foregoing table are based upon the per cent of the total group (330) which chose that rank. (53% ranked teacher E as first choice; 60% ranked teacher D as second choice, etc.)

II. When should the teacher state her own position on a controversial question?
Rank the following possible times in the order you would prefer them.

	Rank	Score
Right away?	4	895
When asked?	1	588
Half way along?	3	722
After the unit?	2	702
Never?	5	951

Results: "When asked" secured first rank, since the weighted choices of the 330 pupils added up to the best score.

III. These same teachers made the following statements pro and con about handling such questions in the classroom. Mark each of the statements A, or U, or D, according to whether you agree, are uncertain, or disagree with them.

Results: The statements are rearranged in the accompanying table in rank order from highest to lowest per cent of pupil agreement with the key.

Tentative conclusions within the limitations of the data shown in problems I, II, and III are as follows:

1. In this investigation (problem I) the

TABLE OF PUPIL AGREEMENT (A) AND DISAGREEMENT (D) WITH STATEMENTS IN PROBLEM III

Rank	% Key	Statements
1	85	A.....Discussions can be very worthwhile when based upon facts.
2	82	A.....Every pupil needs training in research and problem solving.
3	79	D.....Junior-high kids are too young to consider such problems.
4	79	A.....Exchanging different points of view is helpful to show how people differ.
5	78	D.....Teachers would lose their jobs if they discussed these things.
6	77	D.....If the students want to see all sides they need only read the newspapers.
7*	75	D.....Teachers and students should stick to the textbooks and leave these controversial questions alone.
8	75	A.....Community speakers and pupils need to learn from each other.
9	74	A.....Listening is not enough. You have to sink your teeth into a problem in order to really understand it.
10	70	A.....If a problem is important enough to puzzle adults, young people should have a chance to rip into it.
11	70	D.....Pupils would get so excited they wouldn't think at all.
12	69	A.....The taxpayers want their sons and daughters to take part in solving the problems of today.
13*	64	D.....Let them blow off steam for awhile—they'll soon forget it.
14	62	D.....Reading is less exciting and therefore more valuable than discussion.
15	62	D.....Their parents wouldn't like these things handled in school.
16	61	A.....Such questions make the best learning material of all.
17*	61	D.....Only settled questions have educational value.
18*	59	D.....When older people don't know the answers, what can you expect of young kids?
19	56	A.....Pupils should have practice in thinking "under fire".
20*	49	D.....Teachers should not have opinions on live social issues.
21	48	A.....Too many children merely parrot what their parents say.
22	46	A.....Hearing and studying all angles of a dispute prevents one-sidedness.
23*	39	D.....Talking without a lot of research would be much waste of time.

(* In the asterisked items, two experimental groups of 71 pupils, which were exposed to four weeks of discussion on twelve controversial cases, registered a net gain between pre-test and post-test of ten per cent or more over matched control groups.)

pupils indicate a decided preference for teachers who curricularize controversial issues through units and community speakers, and they increasingly reject teachers who tend to avoid live questions in class.

2. They prefer teachers (in problem II) to wait until asked before stating their opinions on controversial issues. Their second and third choices are virtually tied, but together indicate a desire for a chance to think things through before being told by some authority. Their rejection of "right away" buttresses this leaning toward a thought period. And by rejecting "never", they seemingly accord teachers the compliment of counting them human enough to have opinions, while displaying that childhood curiosity toward wanting to know what others think about vital problems.

3. As to their over-all reactions (problem III) to arguments pro and con on this subject:

- a. They appear to *endorse*: discussions based upon facts; exchanges of different points of view; training in research and problem solving; greater use of community speakers; participation beyond mere listening; and the challenge of real life problems for solution.
- b. They appear to *reject*: being thought too young; teacher fears of loss of jobs;

the newspaper as an unbiased source of truth; sticking to the textbook alone; the danger of getting overly excited; controversy for controversy's sake; reading as a substitute for discussion; parental fears; "settled" issues; older people as sole authorities; and mere talk.

c. They appear *closely divided* in regard to: teacher opinions; parroting parents; and the necessity for seeing all sides in a dispute.

4. Finally, it is to be noted that exposure of the experimental groups to discussion of twelve controversial problem cases in the classroom for one month led to significant changes in their attitudes in the direction of increased respect for their own needs, the place of the teacher, and the educational values involved in controversial issues as contrasted with "sticking to the textbooks".

For teachers who think in terms of classroom utility these findings may have value in several directions. They may be used to strengthen morale, discover pupil attitudes, bolster the case of the dynamic teacher with timid administrators, meet the raised eyebrow of some self-appointed community critic, or afford the basis for a very profitable class discussion of why airplanes rise best *against* the wind.

♦ Student Portrait, 1944

By ROSAMOND McPHERSON

He speaks in bright derisive hoots,
He sports the fripperies of his age,
The plaid shirt, the hobnailed boots;
He stares unseeing at the page.
In slackened hand his pencil lies—
No comprehension in his eyes.

His mind disdains the theorems,
And wears insouciance as a shell,
He interchanges *those* and *thems*,
He will not read or write or spell.

No show of interest does he raise,
Impervious to slight and praise.

For, ever in his mind he hears
The boom of bombs, war's whining gasps,
And straight forthwith his dulled eye
clears:
In tightened hand a gun he grasps.

The plaid a khaki shirt becomes;
He marches to the roll of drums.

They Come to the COUNSELOR'S Door

All God's chillun got problems—here are 12

By
VIRGINIA SPARKLIN

THE DOOR stands open the entire day. Boys and girls come and go—bringing problems, leaving them, and sometimes carrying them out again unsolved. Through all the going and coming there is a strain of humor, pathos, sorrow.

Angeline's parents are getting a divorce. She wants to bring her mother to the Parents' Reception—but the mother's soldier boy-friend is home.

"He always stays with us. Teacher, will you write his name on the ticket, too? 'Cause mother won't come if he's not allowed." (The name is written; the soldier came!)

John is full of his sister's latest experience. "My sister was going to marry a soldier yesterday but he stood her up. Said he'd come if he didn't have to go back to camp. Every boy friend she's had has been a soldier."

Theodore is the little Greek lad—olive skin, shining brown eyes. "What do you think you want to do when you finish school?"

"I'd like to do what I can to carry on



EDITOR'S NOTE: Miss Sparklin is one of three guidance counselors of Bayard Junior High School, Wilmington, Del. Here she writes about what is on the minds of some of the pupils who have come to her desk recently. A counselor, it seems, is a sort of sprocket around whom revolves an endless chain of pupils, with their infinite variety of problems. The author offers you a sample length of twelve links from her own chain.

the family name. 'Cause I don't think my younger sister will be able to do much about that—she's going to be a first grade school teacher!"

Louis, of Italian descent, whose sister is a model in Hollywood and has been to Paris, plans to be a doctor. He's anxious to take the "epidemic course".

Louise—slow, dull, uncouth—has no idea what she wants to be at junior-high age. "God, I don't know. I almost never got here from elementary school 'cause of my conduct."

It's depressing to Jean to compete with her elder brother's record. "It's awful to have an older brother who is smart. If Donald hadn't made the Honor Society it wouldn't matter whether I did or not. Donald is like father. I know I'm slow like mother. For three days I've been trying to get mother to fix the hem in my skirt but she's like me—she doesn't like to sew."

Sophisticated fourteen-year-old Marie (whose mother leaves her alone for days while she visits in Baltimore) thinks I'd be surprised to know what she wants to be: "Maybe it's just to get married."

Jacqueline—rough and ready, good-hearted boisterous Jackie—is in the group that is "raising Cain". They are taking their new and inexperienced teacher for the proverbial "ride". Things are tense—at a white heat. Jackie urgently comes forth with, "Miss S., you ought to come up there and give us Hell. Oh well, excuse me—but you know what I mean."

Blonde-haired, square-chinned Ann comes bursting in—eyes spitting fire, skirts flying. The flare and swish of her skirts are an

emotional barometer. They tell the observer how Ann's world is going even before she utters a word. "Mr. Slack just told me no matter what I do now in science I can't get anything but an E for the term. Now, Miss S., don't you tell me the teacher is right this time." (Had I been as positive as that all these months?)

Again, later, Ann's mother comes for a long talk about her troubles at home with Ann. At dismissal time Ann appears at my door, sparks flying at seeing her mother in the building.

"Why was my mother here to see you, Miss S.?"

"Just for a friendly chat."

"You're sure it was friendly?"

"Certainly."

"O. K. Thanks. It's safe to go home then."

Salvatore has been asked to talk with his mother again about a change in his course which she didn't favor and which he wanted very much.

"What does your mother say now about changing your course?"

"I think she's *wising up to herself*."

The new little boy from Virginia truly doesn't know when the sun is shining. He brought no school records when he came to us but declared he had finished the seventh grade the June before. Actually (after corresponding with the previous school and testing for placement) we learn

he had attended just three weeks out of the past school year. His tale is, "I stayed with my aunt to help take care of her when she was sick. After that our house burned down and all my clothes in it. By the time I got clothes together school was almost over so I didn't bother to start."

It is he who has two sisters—both sixteen—no, not twins. "One was born in October, one in November. *One just back of the other.*"

When he was in Virginia, "We all had pets—mine was an old sow. I got a letter from my cousin yesterday. My old sow got in the corn crib, ate all the new corn and died!"

Charlotte has experienced "embarrassment". Her father prayed *out loud* in church for her and her brother: "*We were sitting right there!*"

But of all the problems and confidences, Winifred's comes nearest to real tragedy. "My greatest problem is to see my father when he comes home from the Mental Hospital. He goes crazy—raves and says he won't go back to 'that jail'. It drives me crazy to hear it. It breaks my heart to see him that way!"

Each day in the late afternoon the door closes. Some problems are left inside; some have dropped into nothing; others appear new and greater than before. They are just like life itself—a mixture of comedy and tragedy.



Professional Trick

Sometimes a superior child will have days when he just doesn't want to read. His disintegration must not be allowed to distract the others. Appealing to his ego and sense of superiority, the teacher may ask him to read a particular book for her and tell her all the details later, because she has always wanted to read it but just could not find time.

One teacher of my acquaintance asked a superior student to read *Henry Esmond* for her because she knew it was a classic but never could become

interested in it. He read it gladly and when the teacher asked him in conference why that book was noted as a classic, and why many people found it difficult to read, he discussed the social and historical importance of it, and literary style, and made contrasts and comparisons between Thackeray and Dickens. He asked for other books of that same high quality. That experience opened up the whole field of classic historical literature for this boy.—NELL DOHERTY in *Guidance in Leisure Reading*.

THE CO-OP IDEA:

Pine Mountain High's Course & Store

By GLADYS HILL and VERA R. HACKMAN

COOPERATION is more than a word at Pine Mountain, Ky., Settlement School. It is tangible. You can see and hear it in operation. And you can even lean your elbow on its counter.

It is a subject in the curriculum.

And it is also the Pine Mountain Co-op, a pupil-staffed and pupil-operated store that does a business of more than \$1,000 a year.

Each year's 10th-grade pupils take over the running of the store for the school year. They also take the course on cooperatives, in which they spend four hours a week in study of the cooperative movement and consumer problems. The customers they serve in the store must be pupils, teachers, or other employes of the school.

The Co-op store and the course were organized in 1937. The goods for sale consist of school supplies, food, and toiletries.



Editor's Note: *A number of schools have cooperative stores, and many have consumer-education courses. But probably few schools have taken the logical step of integrating the two into a functioning whole, as has been done at Pine Mountain, Ky., Settlement School. And yet the pattern has always been right there under our noses in the science courses, in which pupils shuttle inevitably between classroom and laboratory. And perhaps it occurs to you that while science laboratories call for quite an investment and an annual upkeep, a consumer-education laboratory (Co-op store) pays its own way. Miss Hill is teacher of Co-op, and Miss Hackman is teacher of English, at Pine Mountain.*

Shares in the venture are 25 cents each, and shareholders receive rebates on their purchases at the end of each semester.

In the store, the 10th-grade pupils get experience in all phases of the work, including buying at wholesale, taking inventories, selling over the counter, bookkeeping, management, and banking.

In the Co-op class, pupils study the organization, methods, and problems of their own cooperative store, and learn about cooperatives in other parts of our country and in other nations. The work of the course also covers consumer buying, credit unions, and family budgeting.

"Cooperatives belong to democracies, don't they?" remarked a tenth-grade pupil of Pine Mountain Settlement School in the midst of a discussion about the dangers threatening European cooperatives. Pupils have learned to appreciate the values of cooperation and are becoming intelligent consumer buyers as a result of our living, thinking, and working together.

Coming from the coal and lumber camps of Harlan County, our pupils' knowledge of buying is limited to the offerings of the commissary for their food and to the advertised stock of the mail-order catalog for their clothing and furnishings. Pupils from the mountain hollows know only the limited stock of the local store or the attractive offerings of the "wish book" published by the mail order houses.

Emphasis at Pine Mountain is upon cooperation as a way of life and as one solution for the immediate problem whatever that might be. Thus cooperation becomes simultaneously the core and the method.

Pupils learn to work with ideas as well as

with patterns of expression. In keeping with Pine Mountain's philosophy of learning to do by doing, pupils continually act upon the ideas they are learning. To insure progress in a cooperative venture, study must precede practice. After the Rochdale principles, the local constitution, and the method of organization and administration are understood by the pupils, they proceed to organize the consumers' cooperative store which they will operate for the school year. Share selling, publicity, clerking, buying, bookkeeping, and banking become well established patterns of continuous expression.

Paralleling this activity is a study of "Man and His Needs". Beginning with the industrial revolution, pupils learn of the economic necessity which revolutionized social conditions and standards of living. They follow the economic changes with their accompanying political and social adjustments through the second half of the nineteenth century to the decades of economic planning after World War I.

Pupils recognize the fundamental differences in approach of imperialistic and socialistic nations. As a result of this study the pupils see the cooperative way as one democratic solution for economic and social problems.

Creative activity is often spontaneous. The more daring ventures are suggested in broad outline by the instructors. Pupils develop the details and sometimes change the outline. Gratifying examples of such activity were the printed price tags for the store and the posting of poems on cooperation as a result of pupil initiative in using the school print shop as a resource at their command. The study of new fruits and vegetables resulted in an unusual assembly program—the urge of a few pupils to share their new-found knowledge with the whole school. From pupils with artistic talent came original price lists, posters lettered with an almost professional touch, and stage scenery.

The prize possession of many of the thirty pupils is a well illustrated notebook filled with co-op notes, buying hints, and lists of pamphlets and important addresses. These will be found in some of the Kentucky kitchens of tomorrow.

Subject barriers disappeared when the instructors suggested to one group the broader outlines for a play and to the other the outline for a display of the resources of the various cooperative organizations. Let the pupils speak for themselves:

"Just think! We're heroes! We wrote and produced a play! So you see everything that is worth doing takes worrying and studying. But the credit you get afterward is always worth it."

"I have never enjoyed anything in school as much as being in the co-op class. I also enjoyed listening and planning with my teachers these five weeks we spent on the play."

"I would like to help write another play sometime."

At first the idea of writing their own play seemed too ambitious to the pupils. They were in a dilemma. No suitable play could be found—and they were resolved to do a play. So it is significant that every pupil after the production commented on the feeling of accomplishment and of delight in the dramatic approach.

This fourteen-scene play, "Cooperation Around the World", was a most satisfying expression of the ideas they had previously learned. Equally rewarding was the series of displays which appeared in the store and in the reading room of the library. Pupils were alert to the opportunities for cooperation between groups, with teachers, and with other pupils. The letter writing, interviewing, reporting, poster work, articles for the school paper, explanations in assembly, arrangement of displays, and acting in a play they had written themselves, were for individual pupils very satisfying expressions of their own creative ability.

Their next cooperative venture was the

writing of "Experiences in Consumer Co-operation at Pine Mountain". Much careful thinking, exercise in critical judgment, objectivity, weighing of values, elimination of irrelevant detail, and an honest evaluation of their experiences went into this pamphlet. Pupils saw the pamphlet through the printing processes, including linotyping, proofreading, make-up and press feeding.

Experiences from the pupils' social environment offered a sharp contrast to co-operative buying. As the pupils came to us they knew only price as a guide to quality rather than real, intelligently tested value. They had poor buying habits, knew nothing of government grades, never had bought by weight or in quantity. Their families had been victims of installment companies, mail-order houses, and credit firms.

In learning to make the food dollar go farther we have emphasized the importance of buying wholesome, inexpensive foods, of following a food budget, and relying upon the advice of the U.S. Government and established consumer laboratories. The only local example, other than the school store, of a cooperative enterprise is the REA (an electric power cooperative), which was organized to serve our school and community. We studied its guide books, discussed its problems with the neighbors, and watched the progress of the line across the mountain with great interest.

As a result of our study of consumer buying our pupils have a comprehensive guide to intelligent food selection. We have stressed nutritive value and our Co-op has introduced a variety of new foods such as tree-ripened citrus fruits, frosted foods, whole-wheat breads, green vegetables, and cheese. This emphasis grew out of a need for a greater variety in the diets of our

families. Pupils are now beginning to read labels and to buy by weight, which are the first steps in intelligent buying.

Attention was focused on publications of cooperative organizations, research laboratories, government agencies, and private enterprise when pupils wrote business letters to procure materials from these sources. They have taken great pride in collecting and filing this material. When the home-economics and mechanics departments came to borrow some of our materials one pupil remarked, "Every department in school finds our pamphlets useful."

We believe, too, that some definite contributions have been made to character building. Pupils accept the privilege of operating the store as a public trust. Administering the capital stock of \$197 for the benefit of the 115 shareholders becomes a real responsibility. Shopping intelligently for their store has become a matter of personal pride and is an honor. Pupils volunteer for clerking, bookkeeping, cleaning the store, doing errands, arranging the stock and displays, printing stationery, and speaking in assembly programs.

Said one pupil in evaluating her experiences, "I feel I have accomplished something . . . I feel more able to go about my work, more willing to cooperate with the group."

Said another, "I am learning a lot more about cooperatives than I would have if I had just got down a book and read. What I learned from the book no one else would have known about. But in this way we share with the whole school. Not one but everyone profits by it."

We instructors are greatly encouraged to see the strong individualism of these young Southern Highlanders yield to delight in cooperative enterprise.



I got a letter from Ellen today. Teachers Club in Pa. to which she belongs has hired a smart lawyer to look after the members' interests. Heaven may protect the working girl—but it's just as well to have a tough guy around to run interference for heaven.—
EFFA E. PRESTON in *New Jersey Educational Review*.

Getting Action on Phoenix's WARTIME PROGRAM

By AVERY F. OLNEY

IT IS ONE THING to outline an extensive program of any type. It is often much more difficult to carry the plans through to a satisfying conclusion. In military parlance these two situations are covered by the terms strategy and tactics. The organization and projected activities of the War Emergency Education Council of the Phoenix secondary schools have been discussed in *THE CLEARING HOUSE*.¹ What evidences are there of the successful development of the program projected in the spring of 1942? What in addition have the secondary schools of Phoenix been able to accomplish?

Modifications of the curriculum. As soon as it became apparent that we were headed for war, all staff members went to work to develop changes designed to meet the new situation. The aim was to find a basis reasonably satisfactory to all upon which we could proceed with specific modifications. The aim agreed upon was a two-fold one: To modify existing offerings or suggest new ones which would best prepare the pupil to

¹ "All-Out in Phoenix: A Full-Scale Wartime Program," by E. W. Montgomery. *THE CLEARING HOUSE*, April 1942.

EDITOR'S NOTE: In April 1942 we published E. W. Montgomery's "All-Out in Phoenix: A Full-Scale Wartime Program". Prepared soon after Pearl Harbor, the Phoenix plan was then in the blue-print stage. In this article we learn how the plan was put into action—what was found practical, what was improved, what works best. Mr. Olney is curriculum coordinator of the Phoenix, Ariz., Union High Schools.

meet the emergency, while at the same time refusing to discard those offerings or parts of offerings which had long-range educational value.

The first major change was the establishment of the pre-aviation curriculum in September of 1942. The registration for 1943-44 indicates that this curriculum will have a strong appeal to the younger boys as well as the older ones. Beginning with the second semester of 1942-43 all senior boys were required to take certain pre-induction courses. These are machines and electricity, auto mechanics, and radio. Since we have long maintained a course in general shop, no additional pre-induction work in that field has been introduced.

In addition to these required pre-induction courses the commercial teachers have modified the exercise material in typing to include more work in tabulation and more typing of numbers, in order to train pupils in the preparation of payrolls and order forms. Military forms, vocabulary, and abbreviations are also stressed. Payroll accounting is given additional attention in Bookkeeping IV.

All of these modifications were made as a result of the employment of our graduates in war plants and as civilian employees at the military posts in the area. This type of work is also of value to boys who may later be inducted into the armed services.

Many educational agencies have offered plans to permit boys to accelerate so that they may secure at least a year of college training before they reach the induction age. The Phoenix Union High Schools Board of Education adopted a plan of acceleration which will permit a pupil to

graduate in three calendar years if he avails himself of the opportunity of attending the summer sessions as provided in the plan.² This plan is not designed to lower standards but rather to arrange the school year so that the pupil who goes to school twelve months instead of nine may graduate earlier.

In addition to the regular pre-induction courses the teachers of other subjects have studied the content and customary activities of their courses with a view to suggesting changes wherever necessary to gear the work to the needs of the emergency, of the air age, and of the peace.

Noteworthy has been the use made of the *Air-Age Series* by the teachers of history and social science. Much attention has been given by these teachers to discussion of the peace and to the need of improving our relations with the countries of Latin America. Pupils have frequently appeared on radio programs to discuss the present problems of a wartime world and the coming peace. Their grasp of subject matter, their clear conception of the nature of the problems, and their lucidity of expression have all been noted and commented upon by adult listeners. All courses in English, mathematics, science, homemaking, art, physical education, and the rest have been modified by the addition of activities pertinent to pupil and adult efforts to maintain the home front.

Health and physical fitness. In view of the number of draftees rejected for physical disability and the constant warnings that civilian health must be maintained, the program of the health and physical education departments has special significance.

The public-health nurse in cooperation with the school physician and the Arizona public health department undertakes the responsibility for:

² For a complete statement of this program see "A Plan for Acceleration of High School Students" by E. W. Montgomery in the *Bulletin of the Secondary School Principals' Association*, March 1943.

1. Physical examinations for all boys and girls in competitive sports, physical-education classes, and military training.
2. Vision tests for all new pupils.
3. Audiometer tests for new pupils.
4. Speech correction (cooperation of speech teachers).
5. Home nursing and first-aid classes.
6. Recruitment of pupil nurses.
7. Annual chest X-rays (cooperation of Arizona Health Dept.).
8. Examinations for other communicable diseases.

The boys' physical-education activities were modified in line with the recommendations of the army for air-service pilot training schools. The physical activities which were included in the basic program are for the most part activities that have been given in all physical programs in the Phoenix Union High Schools for a number of years. However, more emphasis is given now to conditioning drills, tumbling, boxing, wrestling, rope climbing, horizontal bars, and running—all activities which are considered to be especially suitable for training pupils in endurance, strength, and nervous control. These exercises develop the body, shoulder, and arm muscles, which are needed for the armed services. Games and competitive sports are used frequently to develop leadership, cooperation, self-control, discipline, and group loyalty.

Those girls who are shown by physical examination to be organically sound are given strenuous programs of games, physical drill, climbing, and similar body-building activities. Those with bad heart conditions are excluded from strenuous exercise. To corrective classes are assigned all girls with poor posture, flat feet, and certain functional disorders.

Safety in shop and home. Accidents resulting in injuries which cause absenteeism have been branded as the "Seventh Column". In an effort to educate both pupils and citizens in accident prevention the Arizona Vocational School and the high school shops have worked on a code of safe shop practices. The vocational school offers

a course in Industrial Safety which attempts to show under what conditions the individual is safe, the skills needed to meet unsafe working conditions, and how to save one's life in case of accident. When these objectives have been achieved the pupil is taught how to be of assistance to others in similar circumstances.

In the homemaking classes pupils are instructed in home safety. Such topics as lighting a gas stove, storage of home equipment, safe methods of cleaning clothing, operation of sewing machines, "anchoring" of rugs, safe ways of reaching things on high shelves, and hundreds of other safety precautions are taught.

The R.O.T.C. The R.O.T.C. unit consists of a regiment at both Phoenix Union and North Phoenix High Schools and a company at Carver High School. The boys legally enrolled (10th, 11th, and 12th grade) number 737, and the volunteers (9th-grade boys and all girls) number 724. The educational aim of the R.O.T.C. is preparation for life. By no stretch of the imagination can it be said that preparation for war is more than one objective of this organization. Besides the physical training which he gets, the cadet learns to obey and to lead others. He learns the value of citizenship and the fact that the wise man does not underestimate his adversary.

These units have consistently made high ratings in the annual inspection and in competitions of various types. By order of Headquarters Ninth Service Command, on June 18, 1943, Phoenix Union and North Phoenix Schools were announced as "Honor High Schools" for 1942-43.

The combined rifle team of the two schools took second place in the Ninth Service Command and ranked sixth nationally in inter-school competition. The Phoenix Union High School girls' rifle team placed eighth and the second team fifteenth in the Corps Area in the Hearst Junior Rifle Competition, in which they shot against both girls' and boys' teams.

The Phoenix girls outshot many boys' teams.

The junior college trains pilots. The pilot-training program, first initiated in the Phoenix Junior College in September 1939 under contract with the Civil Aeronautics Administration, is currently continuing as the War Training Service Program. Flight training is handled through CAA contract with a flight school operator. From September 1939 to June 1942 the program consisted of an elementary and secondary course.

On June 1, 1942, the full-phase program in which the trainees were privates in the Army Air Forces Enlisted Reserve Corps but on inactive status was instituted. During and after September 1943 the enrollees include only those detailed for such training by the Army Air Forces. The trainees are on full active duty and are under direct charge of army personnel permanently located on the campus.

From the inception of the CPT program in September 1939 until the start of the present activated program on September 1, 1943, the Phoenix Junior College has given aviation training to over 1,000 trainees. The majority of these have entered the armed services, as instructors or as combat pilots.

During the earlier years of the program a number of women trainees were enrolled. As far as is known all the women graduates are now engaged in some aeronautical activity connected with the war effort. Some of them are acting as instructors in War Training Service Programs, while others are in the Women's Ferry Command.

War production training. The Arizona Vocational School—the trade and industrial unit of the Phoenix Union High Schools and Junior College system—is offering some 70 courses necessary in preparing war-production workers. This school is one of 31 approved cooperating schools for pre-service training for the Air Service Command.

Some of the National Defense War Pro-

duction Training courses offered are: Machine shop, aircraft sheet metal, welding, radio, aircraft woodwork, aircraft fabric, aircraft engine mechanics, and supplementary subjects necessary in up-grading the trainee after employment. The Off-Reservation Training program for the Air Service Command now includes aero assembly and disassembly, aircraft sheet metal, and aircraft electrical work. This training is being accomplished by the use of three P-38's, one P-40, two PT16's, three AT6's, and one AT9. The related subjects are offered with the use of the Air Service Command's technical library, said to be one of the best libraries of its type furnished to any school.

Since July 1, 1940, the school has enrolled a total of 13,747 pupils in the War Production Training program. They include the majority of those trained for work at production centers in this area and at air fields adjacent to the city of Phoenix.

War production training in agriculture. Under the supervision of the OSYA No. 3 program the agriculture department presented a series of short courses which were open to adults or youths not regularly enrolled in school. Among the courses offered were: Increasing vegetable and seed production; increasing milk production; home vegetable gardening, victory gardeners' discussion group; poultry for egg and meat production; food conservation; woodworking; repair, operation, and construction of farm machinery and equipment; operation, care and repair of tractors, trucks, and automobiles.

These courses were offered at Phoenix Junior College, Phoenix Union High School, Carver High School, North Phoenix High School, and the Rural Adult Training Center. A number of these courses were offered several times during the year. Enrolees numbered from 10 to 72 per course, while the courses varied in length from 20 to 35 hours.

Women and the war. Even though many women have been trained for war produc-

tion work at the Arizona Vocational School and through the agricultural extension classes, these activities by no means represent all the war contributions of civilian women and girls. Through the departments of health and homemaking, aided by such agencies as the Red Cross, the Rural War Production Board, and the like, these activities were undertaken:

Recruiting of student nurses

Training of nurses aides

Instruction in Red Cross nutrition classes and the training of teachers to conduct these classes.

Teaching of classes in management for victory

Conducting evening conferences on marriage in wartime

Teaching classes in food processing and conservation

Pupils aid in civilian defense. Pupils everywhere were enthusiastic over the "drives" instituted to aid the war. In Phoenix the pupils threw themselves into one campaign after another with great zeal and a considerable degree of success. A few statistics will give some idea of the nature and scope of their activities.

Two hundred two pupils assisted in air-raid services, 404 took part in the book drives, 203 made posters for war agencies, 470 assisted in the homes of employed mothers, 310 built model airplanes for the army or the navy, and 426 completed the first-aid course.

The pupils accepted the statement that food and other agricultural products were a part of the war program. Volunteer cotton pickers picked 53,286 pounds of long staple cotton for parachutes, while 810 pupils assisted in the harvesting of various crops. Two hundred ninety-one worked in food production such as raising poultry and livestock, and 775 raised home gardens. The use of a small farm has been obtained for the school year of 1943-44. Here the boys of the agriculture department will raise vegetables that will be used in part by the school cafeterias.

When it came to "collecting" the pupils really had a good time. Note these figures:

75,000 bottle and jar caps were collected in one semester. 10,287 old keys were brought in at one school.

The metal tube drive netted 1,988 pounds of metal. 489 pounds of metal were collected in the "nail, bolt, screw, lock, knob, nut, and hinge" drive.

The girls surrendered 56 pounds of compacts and lipstick holders—empty, of course.

These drives are continuing during the school year of 1943-44.

In 1942-43 it was not the practice in our schools to sell bonds at or through the schools. War savings stamps only were sold, because the purpose of the weekly drives was to encourage regular savings by those who would not otherwise be able to save enough to buy a bond. Under this plan the schools of the Phoenix Union High School system sold \$35,000 worth of stamps.

For the school year of 1943-44 the program has been changed. Bonds are now sold at the schools and each one has set for itself a goal which it hopes to reach. The largest school in our system is trying to sell enough bonds this year to purchase a pursuit plane. The other large high school is planning to purchase two sets of the "triple threat" jeeps.

Pupils plan for the future. Many of the activities growing out of regular class and course work lead the pupils into active planning for the future. The Cosmopolitan Club and the Student Pan American

Leagues study the problems of better relations among the peoples of the world. A number of our student leaders meet regularly with one of the Superior Court judges to discuss the problem of juvenile delinquency in the community. Through broadcasts over the local radio stations and discussion groups in class and before local organizations the pupils are learning to analyze current and future problems.

In this entire program we have taken the public into our confidence and have kept them informed through news articles in the local papers, by means of radio programs and in discussion groups of parents and taxpayers. In June 1943 a 28-page booklet entitled "Phoenix Union High Schools, Phoenix Junior College and the War" was published. At this writing we are in the process of making a moving picture of the news-reel type, which will depict many of the activities that are discussed in this article.

Superintendent E. W. Montgomery has recently returned from an inspection of the educational activities of army camps. As a result additional changes in our procedure will be made, all looking toward better preparation of future inductees. The activities herein described will be continued and improved throughout the war period. And many of them will doubtless be a permanent part of our program, for they will fit into the life of the postwar world as effectively as they do now.



Sex Guidance

Several years ago a noted educator was addressing a parent-teacher group on the subject of sex education for children. He presented ways and means of guiding youth on sex matters that his own experience and that of others had proved valid.

At the close of the lecture a parent rose and said protestingly, "What you have told us, Dr. B., is all very well if you assume that all of us parents are agreed in wanting our children to have sex information. But this assumption isn't correct. I, for one, am not sure that I do."

"Madam," Dr. B. replied, somewhat tartly, "your wants have nothing whatever to do with the matter. No parent can build a high enough wall around his children to prevent them from obtaining ideas about sex. You parents will give them scientific knowledge and guidance on the subject, or they will acquire absurd notions from badly informed companions, and these notions can establish attitudes that may ruin their adult lives."—DONALD MCLEAN and WALTER A. HELFRICH in *National Parent-Teacher*.

A COUNCIL ACTS:

Petting and drinking at school parties led to
Council recommendations adopted by board

By
C. A. WEBER

THE ANNUAL high-school "mixer" was in progress. For many years the upper three classes of the Galva Community High School had staged a "get-together-get-acquainted" party in honor of all new pupils and teachers. The planning of the party for some two hundred fifty pupils and their fifteen teachers had been done by committees selected by the student council, a body elected by the respective homerooms of the school.

The committees had made provision for many kinds of active participation by pupils and teachers. First, there was a program lasting ninety minutes in which some fifty-five pupils participated. This program included special musical numbers, vocal quartets, impersonations, short skits, and a clever series of "initiations" of new faculty members and leaders from the freshman class. The band gave a concert lasting thirty minutes, which was varied in nature, from the classical to modern dance tunes.

Following the program there was dancing, shuffle-board, ping-pong, checkers, chess, cards, and numerous other activities for pupils and teachers alike. And, of course, the party would not have been complete

without the refreshments served by the home-economics department.

All this merely gives the setting for the story.

About 10:00 P.M., a number of couples left the school building only to return about twenty or thirty minutes later. This aroused the suspicions of two members of the student council and of a few faculty members. Why were these couples leaving the building? Before the evening was over the odor of alcohol was detected as emanating from two couples who had left the building, and the faculty sponsor immediately excluded these pupils from the party.

Outside of this one incident, the whole affair was a huge success. Few knew of the infraction of the rules by the four seniors. The great majority of pupils were oblivious to any problem. Parents, teachers, and young people were loud in their praise of the whole enterprise.

When the student council met on the following Wednesday for its regular weekly meeting, however, there was a charged atmosphere. The one faculty member of the council, the director of the band, soon discovered that eleven out of twelve members of the council were in no mood to play—that there was serious business afoot. The meeting was called to order.

After the usual preliminaries, one member of the council asked for permission to speak. He reported that he and two other members of the council had been making an investigation as the result of certain happenings at the "mixer." Here were his findings:

1. It was, apparently, the practice of a number

EDITOR'S NOTE: The author states that his high school is proud of its student council for handling the situation presented in this article. Certainly a high school cannot sponsor certain youthful escapades at its parties. In this case, the council's prompt step made action by the board of education unnecessary. Mr. Weber is superintendent of schools at Galva, Ill.

of pupils to leave school parties when they were in full swing, to go to cars parked on the school lot or nearby for activities unplanned by the committee, namely, petting parties.

2. In a few cases these couples went to the cars and while there drank liquor which had been secured from some adult "friend."

This council member also stated that, in his own opinion, the student council should not permit either of these activities to continue—first, because it was dangerous; second, because it would cast a reflection on all pupils; third, because, if allowed to continue, things would get worse; and, fourth, because the parents and the public would eventually hear of the escapades in magnified terms and the entire activity program of the school would be in jeopardy. He therefore asked the council to consider this problem as one of special importance and to waive the regular order of business to attack it.

A number of suggestions were offered. Several pupils were of the opinion that the council should merely throw the problem into the laps of teachers and let them handle it. Others thought parents were responsible.

The faculty adviser was finally asked for suggestions. He advised that the problem would be handled most effectively if the council would adopt specific recommendations to the staff and the board of education. As a result of this bit of advice the pupils went to work. Out of their deliberations came recommendations as follows:

1. *We, the Student Council of Galva Community High School, recommend that from and after this date any student found*

to have been drinking while in attendance at any school activity shall from that date be barred from attendance at any school activity for the balance of the semester, provided that such student shall be entitled to a hearing before the council where he may be presented with the evidence and where he then may furnish evidence to clear himself.

2. *We further recommend that no student shall be permitted to leave the school building while any school party or dance is in progress without the permission of the faculty sponsor; and that, in such cases, the person leaving shall report back to the sponsor upon his return. Should a student leave without such permission, we recommend that he not be allowed to return and that he be barred from participation in such activities for one semester.*

3. *We further recommend that the first two recommendations be enacted into rules by the board of education, subject to such clarification as may be added by the faculty.*

At the next faculty meeting the recommendations of the council were studied, modified in wording, and then approved.

At the regular meeting of the board of education the recommendations were enacted into the rules and regulations of the school, and the staff was directed to enforce them.

When pupils feel that their school's reputation is important, when their own opinions count, when they have a voice in the administration, things happen for the mutual benefit of all.

We are proud of our student council.



Realistic Dictation

A few weeks ago in connection with a school survey I was dictating letters to a senior stenographic class. Characteristically, as I dictated I jingled some small (very small) coins in my pocket. The teacher interrupted me to ask this question, "Would you mind not jingling those coins, as it

distracts the class?"

How would you have answered that question? Here's hoping that those students will find positions either in a library or in mortuaries, if they find any at all.—FREDERICK G. NICHOLS in *Journal of Business Education*.

SCHOOL COURT:

Justice at Princeton High, with pupil judges, attorneys, bailiffs, and so forth

By

ORVILLE T. SPESSARD

A FATHER will not expose his son, though he knows his boy is guilty. A mother will contrive to help her daughter to evade facing the father who objects to the girl's coming home after twelve o'clock, and the gang, whether the one on the corner or the members of the sophomore class, has a kind of loyalty to the group which protects a member even though the action of the individual member is detrimental to one or to all of the group.

This instinct to protect one's own is fundamental.

Since the school is society's one unified means of forming its future members, it is especially important that the school be cognizant of this protective instinct and so direct it that the child will feel a growing obligation to society as a whole and recognize the importance of each individual's actions to society and be willing always

to act for the good of the larger group.

To bridge the gap between the teacher and the student body in dealing with misdemeanors, to direct the instinct to protect one's fellows, and to promote ideals of democratic living, the student council, or executive body of the Princeton High School community, felt a growing need to extend its functions and institute a judicial branch. This extension of jurisdiction would be an opportunity for the pupils, with faculty cooperation, to interpret regulations and recommendations which the council had made.

The faculty adviser of the council and the high school principal, in discussing the problem, visualized an opportunity to utilize an important characteristic of the adolescent—social pressure, or the desire of gaining the good opinion of one's fellows. They also saw in a student court an opportunity for greater teacher-pupil cooperation, an opportunity meaningful to the pupil and beneficial to the citizenry of a democratic society.

It was realized that unless the pupils favored those things which the committee setting up the Court believed good, the project could not possibly prove successful. Opinion must be so guided that the student body would favor those things which the Court Committee favored and accept the purposes of the Court as their own. The sponsor impressed the committee with the idea that favorable public opinion must be formed in the student body and that the opinion should be based on knowledge and understanding.

With this in mind, the Court Committee

EDITOR'S NOTE: This is the story of a pupil-operated school court, complete in all major respects except that there are no juries. It operates on the authority of the student council, and handles all cases of pupil offenses at school. Sometimes juvenile cases are entrusted to the court by the local police authorities. The court has been an institution of Princeton, N. J., High School for the past ten years. The author, sponsor of the court, teaches American history and democracy, and economic geography. Perhaps, as one editor said, this article will "stir up some hornets". If so, we shall be glad to receive articles commenting on the project.

after discussing pro and con the purposes and possible procedures of a court presented their ideas to the student body. The purposes formulated were to administer justice to pupils of the Princeton High School and to maintain the general decorum and efficiency of the school.

The Court is a student organization consisting of a Chief Justice; four Judges, two of which are chosen from the senior class and two from the junior class; a Clerk of the Court; a Court Stenographer; a Bailiff; a Prosecutor for the school with two assistants; a Post-graduate Attorney; twelve Attorneys, three from each of the four classes in the Senior High School; and one faculty adviser.

Three Judges serve at each trial, one Senior Judge, one Junior Judge, and the Chief Justice, who is always a senior. These officers are all chosen by the new student council at its first session in the fall.

Any pupil or teacher may file a complaint with the Clerk of the Court. Special forms are on hand for this purpose. The complaint is read to the court by the Clerk and the Chief Justice charges the Prosecutor with an investigation.

The Clerk reads to the defendant (who is standing) a copy of the complaint and asks him: "What say you, are you guilty or not guilty of the act with which you have been charged?"

If the defendant pleads guilty, the Chief Justice and two Judges confer on the case. Because the Judges meet with the sponsor before they draw up the final decree, they announce that the decision will be handed down the following school day.

In cases where the defendant pleads guilty, either the Defense Attorney, the Prosecutor, or both have the privilege of addressing the Court.

If the defendant pleads "Not guilty," the prosecution and the defense each must present full arguments and summations.

Witnesses are called and sworn in by the Clerk. There is cross-examination by the

Defense Attorney and the School Attorney. As the witness takes the stand, the Clerk has him place his left hand on the Bible, raise his right hand and take the oath: "Do you solemnly promise and declare that the evidence you give this Court will be the truth, the whole truth, and nothing but the truth, so help you as a true citizen of Princeton High School? If so, answer 'I do.'"

The problem of just and proper punishment was difficult to solve. There was no prison. Fines were difficult to collect. The Court devised other types of sentences. They removed the defendant from an activity, deprived him of special privileges, had him serve detention after school, directed the defendant to write a theme on a subject relating to the offense, or in very serious cases recommended to the principal that the defendant be suspended from school.

The following is a decision handed down by the Court in a recent case involving the theft of a pocketbook containing a few trinkets: "The Court decrees that you, Jane Doe, be recommended to Mr. Bernard (the principal) for suspension from school for a period of one week beginning March 3. The Court further decrees that during the period of suspension you read the book entitled *Oliver Twist*, by Charles Dickens, and that you deliver at the expiration of your suspension period to the Clerk of the Court a written report of the contents of the said book."

First offenders and those guilty of minor offenses frequently get a suspended sentence or are placed on probation for a period of good behavior.

Visitors are admitted to the trials. The Bailiff gives out passes in the dean's office the morning of the trial. These are collected by the Bailiff as the visitors enter the Court at the beginning of the activities period. Any student whose court-room conduct is unbecoming as a visitor in the Court is deprived of future attendance until such time as the Bailiff sees fit to readmit him. The demand for passes is usually much greater

than the supply, which is limited to the number of available seats.

By being impartial and by exercising the proper use of penalties, the Court has, since its organization in 1933, earned the respect of the pupils, the faculty, and the community.

Several times juvenile cases have been entrusted to the Student Court by the Princeton Police Force. Each time the Police decided to abide by the decision and the

penalty of this student organization.

The Student Court is a laboratory for getting the practical workings of democracy into the experience of the pupils. The twenty-four members of the Court learn to analyze charges, present the case for the school, to plan a defense, to hear and weigh evidence, to look at both sides of a question, to render an impartial decision, to temper justice with mercy and to exercise guidance where it is most needed.



Butler High School's Electric Organ

Through the use of the Hammond organ, the students of the Butler, Pa., High School brought Christmas carols and hymns to the members of the faculty and student body during the week preceding the vacation period. Each Christmas season since the organ was purchased, student musicians have played a varied program of seasonal music for a half hour before the opening of school in the morning and afternoon. The music can be heard in every part of the building.

The use of the organ is an integral part of the program inaugurated at the time of the purchase of the organ in 1941. In 1938, the graduating class of that year designated its memorial fund as the beginning of an organ fund. Succeeding classes added to the fund until enough money was accumulated to warrant purchasing an electric organ. Later gifts by alumni and by the Student Activities Fund completed the amount needed and the organ was presented to the students of the high school at an Alumni Concert in October 1941.

The organ speaker was installed in the wings of the stage of the auditorium and the manual housed in an ingenious "house on wheels" which permits it to be moved freely on the stage and locked in its case when not in use.

To provide for the greatest amount of student participation, the board of education authorized the employment of a part-time teacher to give training to ten students. These students were chosen competitively and were judged on the basis of their ability in sight-reading and their performance on the piano. They were given a half-hour lesson once each week for a period of ten weeks.

Each succeeding year a new group has been chosen and lessons continued not only through the year but also, in 1943, throughout the summer. As a result of this program, in the two years that have

passed since the purchase of the organ a total of 41 students have been given instruction. Students who have completed the school-sponsored program of (organ) study may continue to practice upon the organ by registering in the office.

This schedule of practice time provides for the use of the organ before and after school hours, on Saturdays and holidays, and even during the school day, when the students use ear phones. It was a somewhat amazing sight, when the organ was new, to see students with ear phones practicing without sound, while vocal or instrumental groups were also performing.

The student musicians have been scheduled as accompanists for assembly exercises, playing both prelude and postlude for each assembly. One assembly program each week is broadcast over the local radio station, WISR, and the organ has been used to play the theme song of each broadcast. Special programs given by the vocal and instrumental groups have used the organ for accompaniment and as a solo instrument. The organ in concerts has been supplemented by the new Baldwin Masterpiece grand piano, which was made possible in part by the gift of a local manufacturing company.

Performance upon the organ in concerts and broadcasts originating in the high school has been accepted for credit toward the music letter which is awarded to the best students in music.

The popularity of the organ with the students is attested by the fact that 31 students were candidates for instruction this fall, and also by the number of students who have had the minimum instruction provided by the district and have applied for permission to continue to practice. At the present time, 38 students are scheduled for lessons or practice periods on the organ.—*Pennsylvania School Journal*.

SCHOOLS for VICTORY

Department of ideas, plans and news
on the high schools' part in the war

A Pint of Blood

More than 1,000 teachers in the New York City public schools have given at least one pint of blood each to the Red Cross, states *New York City Teacher News*. That's a good example.

How a Small High School Bought a Bomber

With a student body of only 130, Tonganoxie, Kan., High School has 135 graduates, and many other former pupils, in the armed forces, report H. A. Williamson, principal, and Ruby Jean Kramer, secretary of the Student Council, in a letter to this department. And so the school is going all out to back up its former pupils who are now on the battle fronts.

In September 1943 the Student Council sponsored a drive by the 130 pupils of the school to sell enough war stamps and bonds to buy a medium bomber—\$175,000. That was \$1,346 per pupil.

The B-25 was to be named the "Chief Tonga", and this goal was visualized in a sketch by a girl pupil, which remained in the school hall throughout the campaign.

The pupils bought all of the stamps and bonds they could—but their real work was in the community. "During the campaign, almost everyone in our community was solicited—not once but several times. Every effort was made to make the school patrons 'bond conscious'. The local newspaper gave us unlimited space for publicity."

The drive was to end at assembly time, 2:40, on December 7. But at 11 o'clock the morning of December 7, total sales were only \$173,000. The pupils, who had been working on the project since September 1, had about saturated their market. Classes must go on—and there was only the noon hour in which to raise the missing \$2,000. During that hour the pupils covered the town—and returned with \$7,000 in new sales.

Brotherhood Week is Victory Activity for Schools

If the Axis rose to its peak of threatening power on the "divide and conquer" plan, then Brother-

hood Week (February 20-26) is a good Victory activity for our side.

Brotherhood Week is sponsored by the National Conference of Christians and Jews, 381 Fourth ave., New York 16, N.Y. The following materials for observance of the Week are offered free: A series of 15-minute radio scripts. Suggestions for school programs and assemblies. A Brotherhood Week hymn. Fifteen-minute triologues for programs in which a Protestant, a Catholic, and a Jew participate. Publicity material. A poster. A report blank for local achievements. And a speakers' manual, which is 10 cents.

Beatrice High's Pre-Induction Information Room

To help lessen the confusion of the adolescent facing induction, and to furnish a center where war information might be collected in an orderly manner, Beatrice, Neb., Senior High School has established a pre-induction information room, says Clara Johnson in *Nebraska Educational Journal*.

In this room boys may find answers to some of the questions running through their minds. Here, also, the instructor may find help on guidance problems as well as help in adjusting his subject matter to wartime. Parents and girl pupils, too, use the room, to get information on the branch of the armed forces in which a member of the family may be serving.

The room is in charge of pupil monitors under the sponsorship of a faculty member and the librarian. The monitors assemble and list materials, arrange displays of books and pamphlets, and handle the bulletin boards. One reason for separating this material from the library is for display purposes, so the monitors work hard to create attractive and striking arrangements.

Every attempt is made to publicize the room and its offerings throughout the school. Announcements are sent out for the homeroom bulletin boards. Social-studies and English teachers show some of the materials in their classrooms, and send committees to the room to work on various topics. Meetings are held with groups of boys and with faculty members to discuss use of the materials.

Boys nearing 18 or those about to take military examinations are advised to use the room.

11 High Schools Exchange War Savings Ideas

The "Minute-Man League" is a group of 11 neighboring high schools in Michigan, which exchange ideas on promoting sales of war stamps and bonds, and engage in friendly contests and rivalry to stimulate and sustain interest in war savings activities, reports Alvin D. Graham to this department.

Mr. Graham, sponsor of the War Council of Caledonia, Mich., High School, felt in the fall of 1943 that the school's Council had developed a good war-savings promotion program which should be shared with other schools—and that the nearby high schools had ideas which they could offer also. He wrote letters to 11 schools, suggesting that the League be formed, and all but one agreed.

A recent bulletin of the "Minute-Man League" offers to member schools two War Savings skits written by Caledonia pupils. Sources of new war-savings-promotion materials are listed. And among other items a money-raising idea for wartime projects is recommended.

"Pupils in the League schools," writes Mr. Graham, "show great interest in the progress of League schools, and are generally willing to adopt the ideas of the member schools. Perhaps other communities can adapt our organization for their needs."

"War Stamp Night Club" of Central High

Wholesome recreation under school supervision is the answer of Central High School, Detroit, to the juvenile delinquency problem. Club La Salle is the new student "war stamp night club" with no high priced drinks and no clouds of smoke but plenty of fun and war stamps for all.

In addition, the \$700 paid in admissions by the 2,000 boys and girls who attended will go toward a war bond purchase of a Flying Fortress. There is an eleven-piece orchestra, a floor show that has everything to offer—dancers, singers, comic artists, a magician, and a "cigaret girl" who sells little knitted war stamp dolls instead of smokes. As one teen-ager said, "Wow! What a swell joint!" For thirsty youngsters looking for sophisticated entertainment a "bar" provided the answer with "Cocktails", "Creme de Cokes", and "Ginger Rogers Ale", sold for a nickel.

Enthusiastic teen-age pupils gave two reasons for the club's success—it approximated a real night club, and the lights were dimmed. "Nobody's going to take advantage of soft lights," said one pupil. "It's just that they sort of give it the right party atmosphere—if you know what I mean."

Bulletin Keeps Victory Projects Booming

The production Division of the Merrill, Wis., High School Victory Corps publishes a news bulletin for the benefit of all divisions of the school's Corps, reports Esther Kriewald to this department.

Purposes of the bulletin, *What's What in the Victory Corps*, are to keep everyone informed of projects in progress, so that there will be no duplication of effort among the divisions, and by reporting accomplishments on various projects, to stimulate work on the others. Each issue has 3 or 4 pages of short items telling of the activities of many groups, and of forthcoming events. There is a section, "What We Can Do", that suggests future projects for which groups not fully occupied can volunteer.

English Class Organizes School "OWI"

Recognizing the important part in winning the war that is being played by "masters of the communication arts", pupils of English classes in Washington Junior High School, Fort Wayne, Ind., formed a Victory Committee to play a similar part within the school, says Jessie Parry in *The English Journal*.

The Committee, whose personnel was changed from time to time, studied "the special needs for, and ways and means of, communicating with all pupils of the building so as to increase their efforts for victory." As a result, two original playlets were presented, several illustrated talks were given, and "Victory Sheets" were distributed through the school when these seemed the best way to communicate ideas.

The Committee helped to select material for the sheets, choosing from the contributions made by classes of low ability as well as from those of high, so that all might have a share in the project. One sheet dealt with the Red Cross drive. Others featured "Keeping Up Morale in the Home", "Recreation in Wartime", "Making a Success of the Stamp and Bond Sale", "Home and Community Work for School Girls and Boys", and "Victory Gardening".

(Continued on next page)

SCHOOLS FOR VICTORY (*Continued*)

Some of the illustrated talks backed the Victory Garden campaign. Pupils wrote to seed companies which offered free information on gardening, read articles on the subject, and consulted books. Talks on various phases of gardening were prepared by different groups, and were illustrated by slides made in the art room.

Survey Finds Textbooks Distort Latin-American Facts

Teachers who want to promote inter-American solidarity should watch textbooks and reference books for material that gives a distorted view of Latin-American countries and peoples. By and large, according to a survey made at a cost of \$37,500 by the American Council on Education, our textbooks give pupils wrong impressions of our Latin-American neighbors.

A committee of ten educators who made the study covered some 1,000 books. Many U. S. history books perpetuate the "black legend" of Spanish colonial villainy, and make prejudiced and inaccurate comparisons of English and Spanish colonial methods. And many textbook writers carry over the same attitude in their treatment of the present independent Latin-American countries. Some writers deal condescendingly with the Latin-American peoples as inferiors, socially, politically, and economically.

Teachers who spot sections likely to give pupils mistaken impressions can counteract the passages in their teaching. Textbook writers and publishers are of course trying to reflect the nation's new attitude toward Latin America in their newer books. Any shortcomings there may be in books published before we went to war and needed friends are merely an outcome of our pre-war attitude. We should have been more neighborly all along—and now we are very surprised and indignant to discover that we were not.

Industrial Arts Invasion

Girls are going into industrial-arts classes in large numbers to prepare for war work, states *American Vocational Association Journal*. In 1939 the Chicago schools had only 15 girls in industrial arts; in 1943 there were 25,000. Wisconsin reported 15,000 girls in industrial-arts classes during the 1942-43 school year. Indications are that various offerings in this field may become part of the regular school program for girls as well as boys after the war.

\$50,000: The Unit Cost in Modern War

The cost of killing one enemy soldier has increased from 50 cents in Caesar's time to \$50,000. So runs an item in *Business Education World* which also has appeared elsewhere. The comparison might motivate an interesting classroom discussion.

While a good accountant might prove that it cost the old Roman armies rather more than 50 cents each to kill its enemies, the staggering disproportion still holds good.

Warfare may once have been a low-priced indulgence in which soldiers brought their own swords and shields, lived on the land, and perhaps fought a whole campaign without depreciating their equipment by more than a few dented helmets and knicked blades.

But today's global warfare is an astronomically-priced luxury that is getting beyond our means. It costs 50 billion dollars to kill a mere million enemy soldiers—and although you "can't afford it," you have to go on killing millions more to end the thing. After we win this war we'll have to have some international method of settling problems that doesn't involve millions of corpses at \$50,000 each.

Building Up an Audience for Wartime Broadcasts

Following are suggestions on publicizing school broadcasts on wartime subjects, from the U. S. Treasury Department's pamphlet, *War Savings Scripts for Schools at War*:

It is important to remember that every school radio program has the power to open the door to further programs or to close this door. If it is well advertised, the program should invite a wide audience the very first time. If it is well prepared and produced, it will be assured a good audience thereafter. In large measure this audience appeal is dependent upon the program itself. If it is an excellent program, it will get the audience and hold it.

However, an important part of building up a successful radio program lies in the publicity attending the program. Newspaper and poster advertising of this as a school show will be a means of increasing the audience and of cementing good school-community relations. Student committees should be certain that their broadcast to the school or to the entire community is well advertised.

Frequently the local station will give the program a plug for several days before. Advance notices and

stories about the program in the school paper and the local press can be the outgrowth of the English composition or journalism classes and undoubtedly will contribute to the size of the audience. Posters from the art classes may be placed throughout the community and will supplement the advertising program.

One school reports sending trained student speakers to the local service clubs and community organizations to announce their program and to tell of its inception and importance. Be sure that similar methods are used as a follow-up. News stories after a good program will help to build an audience for the next broadcast.

Sources of Materials on 3 Main Allies

Following are chief sources of wartime teaching and reference materials, etc., for high-school use, on each of our three main allies—Britain, Russia, and China. You may write to these for descriptive lists of free and inexpensive items:

British Information Services, 30 Rockefeller Plaza, New York 20, N.Y.

United China Relief, Inc., 1790 Broadway, New York 19, N.Y.

American-Russian Institute, 56 West 45 St., New York, N.Y. (Unlike the sources of information on Britain and China, the American-Russian Institute is a privately financed organization. It offers no free materials, and most of its publications are pamphlets that sell at 5 to 35 cents. When we inquired at the national headquarters of Russian War Relief, Inc., for the chief source of low-cost teaching materials on wartime Russia, we were referred to the American-Russian Institute. We are not familiar with its publications.)

5 Wartime Art Projects by High-School Pupils

Among wartime art projects recently reported in the Schools-at-War program are the following:

Easton, Pa., pupils made 80 posters for a local explosives plant, and were paid in war stamps.

The Sheridan, Wyo., High School art department took over the job of window decorating for the local electric company, using wartime themes.

Pupils studying art in the U. S. Indian School at Window Rock, Ariz., make and sell costume jewelry to earn money for war stamps.

Art classes in Texas high schools designed properties and scenery for the monthly War Bond Victory Concerts which were given throughout the state.

Report to Us

Readers are requested to submit reports on what is being done or planned in their schools to back the nation's war effort—activities, classroom instruction, administrative procedures, etc. We welcome letters, mimeographed materials, school bulletins, short articles of 100 to 600 words, and full-length articles up to 2,500 words on this subject. We shall undertake to publish or abstract the ideas and reports that would be of interest to other schools. Send to Forrest E. Long, Editor, THE CLEARING HOUSE, 207 Fourth Ave., New York 3, N.Y.

The art department of Alvernia High School, Chicago, Ill., has formed a Defense Council Art Service to aid local Civilian Defense organizations.

Pupils' Letter to Congress Gets Very Personal

Forty eighth-grade pupils of Clayton, Mo., have put the inflation threat up to Congress in terms of their own problems, states *PM*.

The pupils signed and sent to Congress a petition asking that the anti-subsidy bill be killed in order to prevent an inflationary spiral that might boost the prices of ice-cream cones and candy. The petition, made public by Senator Harry S. Truman of Missouri, said: "We don't want prices to be doubled and tripled while our allowances will stay the same."

BONDS: "Buy Only Necessities for the Duration"

Pupils of the Maumee Valley Country Day School, Maumee, Ohio, have a new organization called "BONDS", which stands for "Buy Only Necessities for the Duration". Members are circulating in the community pledge cards that read as follows:

"Because I want to help fight inflation, I promise to do my best to Buy Only Necessities for the Duration, to buy as few as possible of scarce and overpriced goods, and to make what I have last as long as possible. Furthermore, I will put the money I save in this way into insurance, or bonds, or in paying off debts. I sign this pledge with no mental reservations."

The Teacher and the SMALL-FARM HOME

By CARLOS and DOROTHEA DE ZAFRA

THIS BRIEF and presuming article is intended primarily for the teacher who is thinking about establishing a home of his own; for teachers *are* human beings, they *do* have to live, and *some* of them have homes—or hope to someday.

From first-hand experience we would like to recommend to teachers the serious consideration of the small-farm home, however astonishing that suggestion may seem at first glance.

If you object that a farm costs you money, we counter with the fact that in the long run, if carefully planned, it saves you money (lower taxes; better food at less cost; source of income by sale of products; economic mattress; etc.).

If you object that you are city-born and city-bred and hence know nothing about farming, we answer with the fact that not only are we both city-born and city-bred—with the exception of a childhood from

age 6 to 16 spent in the country by Mrs. de Zafra—but also that we have found it an immensely satisfying and rewarding pursuit to learn something about this rural vocation. (Try working summers on a farm; read agricultural texts and agri-literary books such as Ralph Borsodi's classic *Flight from the City*. School teachers learn quickly!)

And if you object that having a small farm would be impossible along with your school-teaching duties, we observe not only that there are many different kinds and sizes of farms, together with many different kinds of labor arrangements, but also that it is advisable, after thorough investigation, to begin on a very limited scale and work up gradually to your optimum stride. (Remember your week-ends and vacations and the fact that high-school boys and girls are a great source of help if you go in for truck farming. Or if you might aim at poultry farming which, except for the relatively simple growing and harvesting of grains and rotating range grass, can be run on a chores basis. In any case, locate within easy commuting distance of your school.)

For a more thorough reply to misgivings of the foregoing nature, and for a source of reliable and authentic advice which should save the neophyte many rash and costly missteps, we recommend *A Practical Guide To Successful Farming*,¹ edited by Wallace Moreland of Rutgers University. It is the best volume on the subject that has yet come to our attention.

Editor's Note: *Maybe you live in a city, and are fed up at times with having people several layers deep all around you. Or you live in a town, and don't like its one-layer existence, either—what with peoples' elbows in your ribs and their No. 12's on your corns. If so, this article is for you. The de Zafras invite you to go back to the soil, without giving up your teaching. Just live outside of town, in a small-farm home. In this article you will learn something of the joys of a farming-teaching life. Mr. and Mrs. de Zafra have taught in the Rochester, N.Y., high schools for some years. Their address is RFD No. 2, Newark, N.Y.*

¹ Prepared by a staff of 36 agricultural experts and published by Halcyon House, Garden City, N.Y., 1943.

We left Rochester, N.Y., and Mr. de Zafra's jobs there as high-school teacher and instructor in the teacher-training program of the University of Rochester, in March 1943. We had decided to devote our full time to our 84-acre farm for the following reasons: (1) It was costing us more to live in Rochester than Mr. de Zafra earned in teaching. (2) It had proved impossible to get experienced labor to help on our farm. (3) For some time it had seemed to us that school teaching and farming might prove to be the ideal combination. Mr. de Zafra knew the teaching part, and wanted to master the farming part.

We intend to return to the teaching-farming schedule whenever the farm-labor situation will permit. We are convinced that we could, with proper machinery, run even our 84-acre farm alone, and still allow Mr. de Zafra to do complete justice to a full schedule of teaching. Our next-door neighbor not only runs his 50-acre farm alone, but for 15 years has had a full-time job in a local factory, where he gets only a one-week vacation a year. The secret lies in planning your farming activities so that they require a minimum of labor; so that the work falls heaviest at the times you are available; and so that you get the greatest returns for your effort.

Our main concern here is not with the details of how to pick your farm, how to finance it, or how to operate it. Our concern is, rather, to suggest to you some of the ways that the small-farm home will help to make you a better person and hence a better teacher.

Farming is, as it always has been, a way of life. And today, with our modern tools of transportation and communication, with farmhouse conveniences as up-to-date as those of any city home, and with engineers devoting more and more attention to one-man-farm machinery, farm life need not be a backward way of life.

To those who love the outdoors; to those who love to work with their hands as well

as their heads; to those who need a spiritual antidote to tensioned, confined mental work; to those who have children of their own to bring up—to such teachers, that "home in the country", that small-farm home, has no equal.

Life in the country contributes to the liberation of the mind and spirit. To us it is significant that within six months after we moved to the farm Mr. de Zafra, who had composed only one other song before in his life, had composed nine new songs with their lyrics. Our moving to the farm was to him an emancipation of his creative talents, however small. The "inner man" is more fully living up to capacities. Improved mental tone is but the reflection of improved physical tone. And all in all we feel much more "in tune with the universe" than before our hegira from the city. Of course one need create no songs to feel this way about living in the small-farm home; he may build an outdoor fireplace or prune his orchard to express his contentment.

Perhaps we can best express the esthetic rewards of farming by quoting here—however painful lyric poetry may be to you—the words of one of those songs:

Life on the farm—cathedral hours—
Here's where my happiness and peace lie.
Wind, rain, and sun; sky, flowers, and bees;
Birds, stars, and brooks; snow, clouds, and trees—
These things are mine, these things I love—
Dew on the grass, flight of the dove.
I live my life in Paradise
'Midst Nature's store, far from all vice.
Here is work, here is rest, here, too, there is peace;
Here is love, here is song, here my turmoils cease.
Morning and noon, evening and night,
Spring, Fall, and 'midst darkness and light
I've found the life that I adore,
That tests my strength forevermore.
Here I plow, here I sweat, here I seedlings sow;
Here I dream in the sun, here I watch things grow.
I'm strong from work, I'm rich from thought;
I'm proud to see what I have wrought.
This old farm I call "home", and it's good to me.
Here my soul is my own; I know ecstasy.
God is my friend, He speaks through me.
My life's complete, that I can now see.

A finer, more practical complement to school-teaching than farming is hard to imagine. From one point of view, your farming operations stretch and augment your teacher's salary; from another point of view, an "outside" source of income enhances and stabilizes your operations.

As to the argument that rural living means social isolation, don't you believe it!

Isolation for the school teacher depends upon personality (which will be the better for contact with the soil and the accomplishments of the hand) and the hospitality of your own hearthstone.

Looking ahead five, ten, fifteen years, and even to retirement, is it possible that the small-farm home has something of value for your life?

* * * FINDINGS * * *

REVENUE: In Delaware, 92% of all public-school revenue is provided by the state. In Iowa, the state provides only 1.4% of school revenue, while 97.8% must be raised by the community. Between these two extremes, the other 46 states vary in all degrees between state and local support of the schools. These facts are taken from charts prepared by the Research Division of the National Education Association. The small proportion of school funds supplied by the Federal Government also varies widely by states, from zero for Massachusetts to 7.1% for Utah.

VOCABULARY: After testing two classes of high-school seniors for 12 weeks to determine their basic vocabularies, reports Mark Hart in *Phi Delta Kappan*, he compared the results with their grade point averages throughout high school. He found a significant correlation. Examples from one class: the pupil with the highest grade average was highest in vocabulary score; third highest pupil in grade average was second in vocabulary score; and the pupil fourth highest in grades was third highest in vocabulary. Mr. Hart believes that the success or failure of more than 75% of the pupils could have been forecast pretty well from vocabulary scores—in fact, that their vocabulary scores would be a safer basis for predicting their success than would their grade point averages.

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

ENROLMENTS: Enrolments in the junior and senior classes of high schools in the fall of 1943 were between 9 and 10% below those of the fall of 1942, reports the U. S. Office of Education. The number of boys decreased about 15%, that of girls about 5%. Industry and the armed forces are giving the high schools tough competition for their pupils. Since the peak enrolment of 6,714,000 in public high schools in 1940, a loss of about a million pupils has been registered. Present enrolment is 5,761,000. Or, more accurately, alas, we still had that many when figures were gathered in the fall.

HATE: "Is there some group or race or party you dislike as a whole?" This question, followed by a list of 14 items on which hates could be checked, was sprung upon 102 Newark, N.J., high-school pupils in 4 classes that ranged from the eighth to the eleventh grade level, reports D. H. Rich in *The English Journal*. The items on the list were: "British, Germans, Japanese, Italians, Russians (Communists), Jews, Negroes, Whites, Catholics, Protestants, 'New Deal', Labor Unions, Republicans, and 'Wall Street'." The 102 pupils checked a total of 91 hates, and only 33 checked no item. In the ranking of hatreds, the following are interesting: Japanese won first place, checked by 27% of the pupils; Jews were second (15%); and—almost a tie between our closest allies and our chief enemies—11% of the pupils hated the Germans and 10% hated the British. Hate votes on the other items ranged from 6% to 1%. "Criticism by the teacher was confined to the illogical disparity between the German and Japanese totals and to the apparent success of anti-British and anti-Semitic propaganda." Mr. Rich points out that almost half of the hate-votes were cast in one class which contained only one-fourth of the pupils involved. And the pupils in that class were a special "slow-reading group".

How "Virile" is High-School MATHEMATICS?

By
PHILIP S. BLUMBERG

OF ALL THE "stalwart solids" in the high-school curriculum there are no other subjects which have received greater adulation and more lavish encomiums from parents and teachers alike than have algebra and plane geometry—the core of the mathematics curriculum.

To plunge into my discussion *in medias res*, let me state at once without any hesitancy that for 90 per cent of our tens of thousands of growing high-school boys and girls the study of these subjects is wasteful, futile, and unnecessary.

I am well aware of the extravagant claims and indispensable qualities which are made for mathematics, but I refuse to be deluded.

Algebra and geometry do not "nourish the spirit by encouraging breadth of vision", nor do they "stimulate reflection, sensitivity and alertness", as many would have us believe. High-school mathematics do not make for "tolerance of other's opinions", nor do they "develop resourcefulness through self-discipline".

EDITOR'S NOTE: The author is by no means attempting to sabotage the necessary pre-induction mathematics program of the high schools. He is dealing with that enduring problem—how much high-school geometry and algebra should be taught, and to whom should it be taught? Certainly we do not expect all readers to agree with him, nor all readers to disagree with him. The editors will be interested in considering articles of reply or amplification. Mr. Blumberg teaches in Central High School, Paterson, N.J.

In short, there are very little or none of the liberalizing and cultural effects which we all so greatly cherish and so ardently desire for our American youth.

Algebra and geometry are still of a highly antiquated and non-functioning kind. These subjects—"so traditionally virile", to quote one educator—to which we so zealously cling, do not relate themselves to the experiential life which our children are now living, and to the life which they are going to live and which they should live.

The teaching of high-school mathematics is still so uncompromisingly abstract, something in which words and symbols are so paramount, that, as one great teacher has well expressed it, the work "can have no other effect and result than to make our boys and girls apathy-breeding, mind-destroying treadmills."

Listen to what Abraham Flexner, a keen and diligent student of secondary education for fifty years, has to say on the subject. His words are most illuminating:

"Algebra is learned, not, as a rule, by the exercise of anything that can be properly called reason, but passively and mechanically. And the student is reputed to be successful, if he can reproduce what he has taken in; if he can perform the operations that the teacher or the book performs. He is told that $a^2 \times a^3 = a^5$ while $2a \times 3a = 6a^2$; and more or less precariously, he comes to do the same thing himself.

"When negative or fractional exponents are reached, he is, as they say, 'drilled', until hazily and doubtfully he can carry out the same operation. A bit later, and in the same imitative fashion, he learns to apply

the binomial theorem, or to solve quadratics involving two unknown quantities in this way or that, according as they resemble this type or that. But throughout he is dealing with words and symbols through which he does not penetrate to the realities represented."

And let me hasten to assure the reader that the case for plane geometry is not much better. Professor David Eugene Smith once said, "Not more than 25 per cent of the propositions in geometry have any genuine application outside of geometry." And a distinguished physicist has assured us that "75 per cent of the propositions that are of no use are not even needed to prove the 25 per cent that are of some use." Lastly, we are told that Herbert Spencer doubted whether one boy in five hundred learned geometry otherwise than by rote.

I still recall the essential contents of a brilliant paper written by Joseph Roemer more than two decades ago under the heading, "High School Education Not Purposeful Enough". In this paper Professor Roemer charged our schools with gross inadequacy. His indictment was uttered in no unmistakable terms to the effect that our pupils feel that their daily work and assignments are quite aimless and purposeless; that they do not feel that compelling challenge which is so indispensable for effective work.

Is it not high time—time long overdue—that our entire secondary-school curriculum be overhauled? And might not that grand undertaking be started in the field of high-school mathematics, to which a million boys and girls are subjected so purposelessly and needlessly?

Filing Information about Occupations

When one opens a vocational guidance office, almost his first task is to start a file in which to keep pamphlets and other loose pieces of information about occupations. That instant he must decide in what order to place material pertaining to 17,000 occupations, for of course he cannot cast them haphazardly into drawers. For when he comes to do counseling with individuals or with groups he must be able to lay his hands instantly on the literature relating to any occupation under consideration. He must, therefore, establish a filing system.

There are several systems he may adopt. They follow several schemes evolved for the classification of the 17,000 occupations. Among them are: (1) the classification made by the United States Employment Service, (2) that on which the United States Census is taken (we shall say more on this topic presently), (3) the Dewey Decimal classification used by libraries, (4) a straight alphabetical filing.

By its very nature a filing system once established is likely to become static. Even though it never was perfectly suited to the office it serves, it may remain in use simply because the counselor dreads the work involved in changing it.

A file of occupational information should, however, not be static; it should be a living thing. It

needs constant change (not mere expansion) because occupations themselves are constantly being modified.

In the past few years much work on the classification of occupations has been done by the United States Employment Service and the Bureau of the Census. For that reason it is especially desirable that every vocational counselor see if the classification system he uses is in keeping with the groupings now current.

For example, can you justify the continuance of the categories used in the 1930 Census? Those used in 1940 are appreciably different. Perhaps you ought to modify your files accordingly. Or, since the use of any elaborate system requires a key that consumes time in consulting, perhaps your needs would best be met by a simple alphabetical file. In that case, however, you would need to see that the job titles in your files conform to those recommended in the *Dictionary of Occupational Titles*. In either case you might need to make changes.

We say nothing about the need for combing one's files periodically, and discarding the outdated materials. For example, facts on aviation published ten years ago are not pertinent today. Information on nursing changes overnight.—HARRY D. KITSON in *Occupations*.

PUTTING BRAKES *on the HOODLUMS*

By

HOWARD B. BECKNER

UNLESS YOU are one of the fortunate few who have never been bothered by hoodlums, you may be interested in a few ideas that have helped us put the brakes on acts of rowdyism and vandalism. Though such acts may not be a major problem in your community, they certainly demand much time of many school officials.

Communities differ, and the underlying causes of a tendency toward rowdyism vary greatly. For this reason, an analysis of causes would need to be made in each individual situation in order to be of much value. The remedy for these underlying conditions is usually beyond the immediate scope of the school. In the meantime, the problem must be faced and something done.

With this idea in mind, I will cite some instances and attempts at their solution.

I entered upon my new duties here during the summer vacation period about four and a half years ago. Boys and girls frequented the school grounds and swearing and general rowdyism were rampant among them. Swearing was taken as a matter of course, and the youngsters appeared surprised that I should question it. This is a dairy community and undoubtedly most of

EDITOR'S NOTE: *Four years ago the author entered the school system about which he writes here. He found community conditions exceptional—that is, there was an exceptional amount of toughness, rowdyism, and vandalism. Readers should be interested in Mr. Beckner's way of bringing order out of chaos, which did not involve a stern program of "cracking down" on offenders. The author is district superintendent of the Artesia, Cal., School District.*

them customarily heard swearing about the barns at home.

Windows were repeatedly broken—dozens of panes in a few weeks. I was astounded, and wondered if my coming had anything to do with it, but my janitors reassured me with the happy information that it was nothing new. Each time we made replacements immediately, as a broken window is noticeable and serves as an invitation for others to be broken.

School started, and a volleyball net was put up. The next morning it was torn down. It was repaired, but whenever it was forgotten and left out overnight, the result was the same. Goal posts were erected for touch football and the next morning we found that one post and one cross-bar were broken. They were patched up, but did not remain intact long.

Our physical-education teacher and I made it a point to play touch football with the boys. They liked that. A teacher or administrator may be sure that such comradeship will not hurt his prestige, and it will aid in getting the goodwill and confidence of the boys who can best help to identify despoilers of school property.

When Halloween came around, we posted a watchman. No damage more serious than upset trash cans, benches turned over, and some soap on windows occurred. Soon after this, we obtained two junior college boys through the NYA, to alternate as watchmen in the evenings. This helped, at least negatively.

But not long afterward, we found that several windows had small round holes in them from air-rifle shot. An investigation revealed that such a gun had been on the

school grounds and that several boys had used it. All of them denied shooting at windows, however. An inquiry was made to find boys in the vicinity who owned air rifles. These boys were then called in and given a little friendly advice about avoiding any chance of suspicion, informed that they would have to answer if there were any more windows damaged, and told not to bring their guns about the school.

Perhaps by now you are wondering about the city police, and what the policemen were doing. There aren't any. This is an unincorporated area, and is served only by the county sheriff's office, with the nearest station in a neighboring town. Officers were called in, however, on occasion, for the effect it would have. By this time we had found some of those guilty, even though in no other community had I encountered so many replies of "I ain't talkin'".

The Christmas season was approaching, and a fine program was planned for the public. As we have only an outdoor auditorium, we held the program elsewhere. A group of older boys occupied the back seats, with the evident purpose of disturbing the meeting. They were rather successful, and were reported to me by one of the teachers who knew them. Several of them came from "good" homes. Personal letters in a friendly tone were written to their parents, advising them of the incident.

Not long after that a broken ball bat was deliberately thrown through a window. It happened on a Sunday afternoon, and was witnessed by two small girls who enabled us to identify the boy. The sheriff's department was asked to pick up the boy, who attended another school, with the result that he soon found himself in my office. He readily agreed to pay, and did pay for the window and labor necessary to replace it. In return, he received the usual good advice.

One afternoon I was called outside because some boys were letting air out of bicycle tires. Nothing much was said, but I brought the boys, who did not belong to

our school, into my office and took out my book on California law. Said I, "There are probably some laws that may surprise you." Thereupon the law regarding loitering about the premises of a school was read to them, and as I noted that one boy had been a member of the group reported for disturbing our Christmas program, I also read the law concerning the willful disturbance of a public meeting. Rather heavy penalties are listed for both these acts.

Following this recital, I reminded them that we did not intend to tolerate rowdyism and vandalism about the school. One boy then said, "Yeah, so I've heard." That revealed just what I wanted to know. I had been trying to impress the hoodlums with that fact. Whenever we found those who were guilty and had had them make restitution, we saw that it was known among the boys, although of course names were not disclosed. On one occasion such information was casually dropped in an assembly talk, and the worst incidents were reported to the paper.

The many entrances of our school are equipped with heavy brass door stops which are fastened to the concrete. One morning they were gone. All had been pried off. Again the sheriff's department was called and an investigation made. Notice of the happening was in the papers, together with the information of the police investigation.

A few days afterward I had a phone call from a woman who said she could give me information about the door stops. The result was that we got them back. The boy who had taken them became terribly frightened. He had seen the notice in the paper and was afraid the police would soon catch up with him, so had confessed his deed to two of his friends. It was the mother of one of them who called me.

These friends had advised him to return the doorstops and square things. He then gave them the loot to return and permission to tell me about it. When they told him of my promise to give him an opportunity to

make restitution without turning him over to the courts, he came in to see me. I agreed to give him a chance to make good and to keep his name a secret, if he paid for all damage and if nothing of that nature were ever repeated.

Some of the door stops were badly bent, and two were broken and had to be replaced. When the cost was totaled, including the value of the janitor's time to replace them, the bill amounted to nearly fifteen dollars. Of course the boy didn't have the money, but we allowed him to work it out by helping to sweep and clean one of the large rooms. This he did for several weeks.

A little over a year ago this boy—now a strapping six-footer—came into my office with a small bundle of clothing. "Mr. Beckner," said he, "I don't know if you remember me or not."

"Oh yes," I replied.

He continued, "I know I was pretty bad and caused you a lot of trouble, but I've joined the Navy and am going to try to do something for Uncle Sam. I have been ordered to report for active duty, and wanted to stop and tell you goodby."

Perhaps you would like to ask why we didn't provide some playground and recreation activities as a curative. We did. Night ball was played on our grounds, and we had our playground open after school and on Saturdays under the supervision of our school physical director, who had, at that time, WPA assistants. This undoubtedly helped. However, usually the worst offenders are those who do not have enough good red blood to take an active part in such sports. At any rate, it is well to remember that it helps if the teacher plays and associates with the pupils. If the old bones are too brittle for play, at least go out, display an interest, and become well acquainted.

I once walked out on the playground, where a group of boys who were either in high school or not even in school, were playing basketball. There happened to be but nine. I started to take off my coat with

the question, "How about it, don't you need another?"

They looked surprised, but pleased, and one answered, "Sure, you are on our side!"

The problems so far mentioned were all problems of the first six or eight months, about four years ago. Rarely have any such incidents occurred since. There have been so few, in fact, that we have almost forgotten that we had such a problem. The brakes have been working. Things are vastly different. Except on Halloween night, there has never been a night watchman. While we did have a man on the grounds last Halloween, no benches were upset, no trash cans were turned over, and there wasn't even any soap on the windows. There is a better spirit among our pupils, and the idea of "our school" has been advanced. We have a student council—not for self government, but for student participation.

Some time ago, a boy came in with the information that he had thrown a ball through a window which faced our courtyard. It was accidental, but he was asked, "Since you knew that you weren't to play ball in the courtyard, what do you think we should do about it?"

He rather hesitatingly replied, "I suppose I ought to pay for it."

I answered, "Well, since some one will have to, I guess you ought to be the one." Noting his rather worried look, I went on, "But those windows are not very large or expensive. A glass can be had for thirty cents."

That evening while I was downtown for the family groceries, a boy accosted me on the street. "Here is the money!" he said.

For a moment I had forgotten, and asked, "What money?"

He replied, "Why, for the window!"

I exclaimed wholeheartedly, "Already! Say, you're all right!" threw my arm around his shoulders, and gave him a friendly squeeze. He proudly squared his shoulders with the realization that he had squared his account. The very next morning he

managed to find an excuse to come up to me, talk, and pass the time of day. I had gained a friend.

A good point always to remember in assessing penalties is to be sure to be fair, and then *never to hold a grudge*. During that first year, I ordered a boy who was in high school off our grounds for deliberate disobedience and added that he was not to come back again. Afterward, whenever I would see him, he would manage to look the other way and avoid seeing me. I made it a point to speak to him even though I received no reply. That worked, and finally he began greeting me in a very friendly

fashion. I made it a point to invite him to come around again. He did at times, until he was called into service, but there was never again any reason to question his conduct.

Our problems have not all been solved, and very likely never will be. But the brakes are still in working order, and we seldom need to apply them very vigorously. It has been years since I have even heard the expression that at first greeted me on every hand, "I ain't talkin'". Vigilance, action, publicity, recreation, fair play, and friendliness have all helped us to put brakes on our hoodlums.



Delinquents Lack a Job to Do

A good many years ago, I was hauling baled hay out of my native Lewis County, Missouri. I caught up with a little boy on his way to school and invited him to ride with me. Presently he dived into his pocket and offered me some parched corn. I took it and asked, "Aren't you eating any?"

"No, I don't like it."

"What are you going to do with it?"

"Taking it to school to eat in time of books."

"What for?"

"It worries Teacher."

A little later I was visiting a famous junior high school in St. Louis. I asked one of the boys who had a placard on his jacket, whether this was a good school.

"You bet your life."

"What makes it a good school?"

"The Corridor Squad."

"Who is on the Corridor Squad?"

"I am," he said, pointing to the insignia on his coat.

At recess I saw him in action, helping to direct the lines of boys as they rushed past. He thought it was a good school because he was on the Corridor Squad, helping to run the place.

Now there were two boys, one getting fun out of life by eating "in time of books" and worrying the teacher, and the other helping the teacher run the school. Yet they were essentially the same boys in a different environment, one getting fun by messing up things, the other by helping to improve the way the place ran.

That, it seems to me, is the basis on which to tackle the problem of juvenile delinquency before it occurs. We should arrange situations for boys and girls so that they have a chance to develop right attitudes. The way to develop right attitudes is to give the individual, with supervision, a chance to take a hand in running things.

The absence of such opportunities in the war situation has contributed to the increase in juvenile delinquency. Boys and girls feel footloose. The young men are in the armed forces; the young women, to a great extent, are engaged in some form of war effort. Homes are disorganized; often fathers and mothers both are working in defense plants. Teachers and playground directors have gone to war. Children of high-school age feel superfluous and resent it.

The remedy involves the whole community. It involves us as individuals and as parents, as members of churches, and as supporters of our schools. It involves particularly, it seems to me, agencies especially developed to deal with young people, such as the Girl Scouts, the 4-H Clubs, the Boy Scouts of America, and others. These agencies provide activities that appeal to boys and girls and give them opportunities to assume responsibility. It is remarkable how the assumption of responsibility helps to start, to stimulate, to guide our youth. It was John Dewey who remarked that there is no such thing as the development of a moral character without the assumption of responsibility.—ELBERT K. FRETWELL in *New York State Education*.

How Effective are Teacher RATING SCALES?

By

VICTOR E. LEONARD

MANY SCHOOL ADMINISTRATORS have resorted to the use of teacher-rating scales, in a concerted effort to improve the instruction. This is not an easy task, however, since most of the highly valued products of teaching cannot be measured. The qualities of a good teacher are often remote and intangible. They defy measurement by a yardstick because they are subtle in their character, and vague in appearance.

Our teachers agreed to conduct a study of teacher-rating scales throughout the county. A committee of three teachers, in conjunction with the supervising principal, was appointed to serve in this capacity. The results of this study may be interesting to you who are faced with the task of establishing ways to improve teacher-efficiency.

A questionnaire was sent to the heads of twenty school systems. Following are samples of the comments and suggestions which we received in reply.

"We are not interested in an elaborate teacher-rating scale, feeling that for administrative purposes, a few essential skills and contributions should be recorded".

"In theory, rating scales give financial

consideration to the best teachers. In practice, they tend to create dissension and jealousy. It is doubtful if the encouragement given certain ones offsets the discouraged attitude created among those who are denied increments."

"If a self-rating scale, made with teacher participation, were to be used, it might serve as a means of stimulation and challenge. Most scales, however, are based on subjective judgment."

"On occasion I have furnished teachers with a copy of a teacher-rating scale, with the aim in view of setting goals toward which teachers might strive. I cannot say that there were any noticeable improvements, as a result."

"In our system principals and supervisors submit ratings of teachers, using their own scales."

"I think rating-scales are impractical. Too subjective and too great an opportunity to show disfavor and prejudice."

"Our small system (14 teachers), is not favorable to a rating scale. If one of the major devices and objectives is the improvement of instruction, I feel that more can be accomplished through personal conference and helpful suggestions of the supervisor. Very few persons really appreciate being rated. There is something about the word which naturally grates on your feelings. It is not the kind way of bringing about a change for the better. My humble opinion, tempered somewhat by my experience as a teacher, makes me feel that the printed form is too impersonal a medium to inspire teachers to strive for improvement."

EDITOR'S NOTE: This article reports the experience and the opinions of twenty superintendents of schools on teacher-rating scales. The author was chairman of the committee which made the investigation. Mr. Leonard teaches in Garwood, N. J., High School. Readers interested in the subject are referred also to Leon Mone's "Other Matters" on which I Rate Teachers", in the January 1944 CLEARING HOUSE.

"Teacher-rating scales, if properly handled, will permit of a mutual recognition of the limitations of the one who judges as well as the one who is judged. When this democratic understanding has been developed, I believe that the teacher will recognize her deficiencies, and will attempt to overcome them. There are many disadvantages, (1) poor judgment by the 'judge', (2) judgment of traits irrelevant to teaching, (3) failure to judge hidden possibilities, (4) result oftentimes is damaging to ability."

"We have devised a new system. After the rating of a teacher is completed, a conference is held, with the teacher and the rating discussed. In this way, a teacher is able to discover and strengthen her weak points. A disadvantage is, rating is apt to be too mechanical. This must be avoided."

"The use of our self-rating scale is for self-improvement. The advantages of a scale are: self-analysis of traits, and a measuring stick in success as a teacher. The disadvantages are: the scale can be used as a weapon in trying to achieve results, not an accurate measure of the person's ability as a teacher. It is also the opinion of only one person, or two different individuals."

"If a rating scale is to verify results, it should measure some tangible objectives, i.e., leadership, initiative, powers of stimulation, ability to distinguish relevant and irrelevant."

The foregoing comments clearly indicate wide divergence of opinion on teacher-rating scales. This survey was conducted in a typical American county, with a widely representative group of school systems and school administrators. From this survey we may conclude:

1. There should be some method of checking the fitness and achievement of teachers.

2. Many educators feel that the *good* teacher should be rewarded for exceptional ability, initiative, and accomplishment. Some agree that this may be achieved by rating teachers on specific qualifications, the more-highly-rated to be given increments in salary.

3. Teacher-rating scales may cause dissension and ill-feeling between the person who is being rated and the administrator who is doing the evaluation.

4. Teacher-rating scales, if administered fairly and impartially, may act as a stimulant and incentive to the teacher, especially if she knows there will be remuneration for a high rating.

5. Morale may suffer if the scale is too detailed and is used detrimentally to the teacher's status.

6. Some scales are too impractical and too subjective, allowing too much opportunity for display of favoritism and dislikes.

7. Many administrators feel that more can be accomplished by a personal conference, helpful suggestions, and supervision, without harm to morale.

8. Teacher-rating scales are instruments for appraising certain generally recognizable teaching characteristics. Poor judgment can overcome the value of a scale.

9. Rating scales should measure initiative, leadership, and ability to distinguish relevant and irrelevant qualities.

10. The scale can be used to good advantage, but not if it is made mechanical.

In the final analysis, then, if teacher-rating scales can become an integral part of a school system, without becoming too personal and subjective, they may improve school standards. The goal of education should embody proper spirit and desire for professional growth, resulting in better teaching, more progressive schools, and a vastly improved educational system.



The best English teacher is the one who knows the most about everything else.—E. C.
BECK in *Peabody Journal of Education*.

SCHOOL NEWS DIGEST

Edited by THE STAFF

PACKED: The public schools of Napa, Cal., are having a hard time coping with a population that has doubled in the past two years, reports *Western Journal of Education*. First the district superintendent of elementary schools had to step in as principal of an overflow elementary school. And then the junior-senior high school plant was changed—it became a senior high school in the morning, and a junior high school in the afternoon. More new pupils are arriving—and nobody knows what will be done with them.

RECONSTRUCTION: Dr. Grayson N. Kefauver, dean of the School of Education, Stanford University, has been appointed as the Department of State's consultant on educational reconstruction in conquered countries, according to the *New York Times*. Dean Kefauver will serve full time under a leave of absence from Stanford. It may be a little too early at this time to send him your 395-page plan for doing the job.

NOTHING-NEW DEPT.: The first vocational guidance textbook known was issued in Egypt 4,500 years ago, says John B. Geisel in *Occupations*. Written by a laborer who became a business man, it was intended for his son's guidance—but it got "basal adoptions" all over the Egypt of 2,600 B.C. Educational materials in common use in Egypt at the time contained instruction about marriage, worthy use of leisure time, civic participation, personal and social relations, and advice on vocational matters, says Mr. Geisel. Does this list sound familiar to you? Why, of course! They're the things we're struggling to get into our schools so we'll have a more modern curriculum!

HISTORY: A simplified and more coordinated program for teaching American history in the public schools is recommended in the report of the Committee on American History in Schools and Colleges, which will be published in book form by the Macmillan Company by the time you read this. A preliminary statement of the Committee says the charge that American history is not taught frequently enough is ridiculous—that 45 states require it in elementary school and 46 in high school—and that nearly every pupil studies it 3, 4, or even 5 times before he is graduated. But at present too many facts are presented, there is deadening repetition of matter on the different levels, and in

most states a teacher may handle the subject "whether he knows any history or not". "Certification laws should be strengthened, but there should be no laws concerning the teaching of history, as legislators are not equipped to write such laws." Following are some of the recommendations by grade levels:

Elementary: Pupils should be required to remember only 10 dates—1492, 1607, 1620, and 7 others; and to know pertinent facts about Daniel Boone, Sam Houston, De Soto, and 17 other specified persons.

Junior-high: Pupils would learn 1775, 1793, 1812, and 7 other dates; and know something about Clara Barton, Charles Goodyear, Nathan Hale, and 25 other persons.

Senior-high: Pupils should learn the significance of 1765, 1823, 1898, and 9 other dates, none of which would be taught on either of the two lower levels. And pupils would study about Samuel Gompers, Stephan A. Douglas, Francis Parkman, and 40 other persons.

At each level pupils would be taught 6 specified topics, a dozen skills, and the meanings of new words.

BASIC: *Basic English in the Classroom* is a free folder which may be obtained from Scholastic Magazines, 220 East 42nd st., New York 17, N.Y. It contains a brief introduction to Basic English; suggestions for its use as a teaching tool for American pupils in language and reading; references; and the complete Basic English list of 850 words.

BASIC: Basic English as a global language doesn't stand up so well in the field. So reported Miss Elaine P. Swenson, former director of the New York Office of the Language Research Institute, at the recent Foreign Language Conference held at New York University School of Education. Attempts to teach Basic English to native peoples of Hawaii and the Philippines have failed, said Miss Swenson, because the native students of Basic could not understand the English they heard spoken by Americans, and because they were laughed at by those unfamiliar with the Basic idea. And furthermore, she stated, an IQ of about 120 is almost a prerequisite for learning Basic. The *New York Times* report, from which we quote, did not say why.

(Continued on page 382)

► EDITORIAL ◄

What Monument to the Dead?

ONE DAY LAST WEEK as I was teaching one of my University classes I looked out of the window and saw men marching—young men in uniform—carefully selected young men with superior minds and superior personalities—America's choicest young manhood.

They were being taken from their normal life pursuits, from sweethearts, mothers, and wives, from their preparation for a useful peacetime vocation—to prepare themselves to participate in the destruction of half our national income and the bodies and lives of other human beings similarly compelled to leave loved ones and normal civilized pursuits.

It was not that the sight of these young men startled me. I see them almost every day—these young men who are fighting the war we told them would never happen. The thought that ran rampant in my mind was that these boys never had a chance to prevent this war—they whose lives will be lost, whose bodies and minds will be maimed. This war could not have been prevented by these youngsters who will pay the large part of the expense of the war, whose futures will be burdened with a two-hundred-billion-dollar public debt—\$7,000 of debt to every American family. These kids are paying with blood and flesh, money and mind, for the failures of their fathers and mothers and even more so the failures of the schools and the press to prevent this war.

My son, now in uniform, will pay for my indifference. The son of the teacher of history who occupies an office in our building has been in Guadalcanal suffering dangers and discomforts that belittle description. She has done her part through the years, but she was of the great minority of teachers

who were more than school-marms. Already these boys are beginning to come back—arms off, legs off, minds and nerves shattered, blind, halt, and otherwise partially destroyed.

Can it be possible that teachers in the schools today can be comfortable or self respecting unless they are sacrificing hours which might be spent in picture shows, pleasant idle conversation, reading of interesting stories, playing games—devoting these hours to study and preparation to do their duty in the classroom by their country, by the boys who are fighting to provide teachers a sheltered, free life? An unborn generation of humanity—the children of these boys—will, if teachers fail today, be called upon to fight the wars which will result.

Is it possible that teachers can satisfy their consciences with pious investment in bonds, scrap drives, flag salutes and patriotic singing, with hypocritical mouthing of vague generalities about shaping the minds of youth—instead of wholeheartedly throwing themselves into the task of so teaching today that they will have kept faith with the youth who march today in uniform?

On Armistice Day, 1943, the following appeared in an editorial in the *Minneapolis Star-Tribune*—a courageous, far-seeing newspaper:

Why does the anniversary of Armistice Day remain a haunting holy day even amid a new war which has tarnished the high hopes to which the day gave birth? Why but because it represents for us an unfulfilled obligation to the dead of that war and of this?

Another victory is approaching.

What shall we do with it?

Shall the honor which we do the newly dead be that again of lip and flower and symbols wrought in

stone, or shall it be the true honor of a gift to the world which will entitle those dead to be remembered with thanksgiving and praise for twenty-fifty—a hundred centuries to come?

Will we honor them by using the new chance they have given us to create a world peace based on law and its enforcement? Will we see to it that the United States takes a continuing part in the creation and maintenance of order at a world level, based on the same principles which have enabled us to achieve order in the community, the state and the nation? Will we stick steadfastly to that purpose, no matter what the discouragements, the disagreements, the difficulties may be? Only thus will we truly honor them—only thus will we really make their heroism count.

It is for us to say.

They have done all they could. But their blood cries out to us today from the ground to pledge ourselves that the price they paid shall not have been paid for nothing . . .

THE REAL AND EVERLASTING MONUMENT TO THIS WAR'S DEAD MUST BE THE USE WE MAKE OF THE CHANCE THOSE MEN'S FORTITUDE GIVES US.

In the dark days of the American Revolution there was a young man, twenty-one years of age, who was asked to undertake a most dangerous mission for his country. Impersonating a Dutch schoolmaster, he penetrated enemy lines, obtained valuable information and was on his way back to Washington's camp when he was taken into custody by the British and searched. Plans and other data were concealed in his shoes. He was hanged as a spy. He was not a local merchant, a professional soldier, a farmer, or a politician. *He was a teacher.*

Before his death he wrote a number of inspiring letters, urging his fellow revolutionists to continue their patriotic efforts. These were destroyed, but just before his death, he uttered those historic words, "I regret only that I have but one life to give my country."

It may be that not all teachers today would be willing to make that sacrifice. Few will be asked or permitted to do so. But there is not one, who, if of sufficient ardor for the cause of peace and world order can not do as much for his country and for humanity as did young Captain Nathan Hale.

Not all will bestir themselves and forsake the ruts in which schoolmarm and schoolmasters live their classroom lives. But it is encouraging to note the increasing number who spend their evenings reading and appropriately fitting themselves for the job there is to do, and who find in each day's teaching at least one opportunity to build the attitudes, understanding and interests of young people. That will bear fruit in years to come in the form of intelligent Americans, prepared and willing to take advantage of the opportunity given them by our boys at war in North Africa, in the South Seas—and everywhere that young Americans fight to make it possible for those who stay home to build a new world of peace, prosperity, and good will.

HARL R. DOUGLASS



Those Pupil Records

Read in a new book on education, "It is strange that relatively few teachers understand the satisfaction and even fun to be found in keeping records." How true! Whenever I feel the yen for a gay evening, I sit at my desk and make a new set of individual profiles for my pupils. And when I feel positively wicked, I just let myself go and do their life histories in triplicate.—EFFA E. PRESTON in *New Jersey Educational Review*.

The "Seat" of Learning

There was the time when I was teaching rural school and ripped the seat of my trousers. This happened just before nine o'clock. At fifteen minutes after nine, the first of seven neighboring schoolmarms came to visit me. Why seven fair female pedagogues should have chosen that particular day for "Visiting Day" I could never figure out, but I had to keep my back to the wall all day.—ERLING NICOLAI ROLFSRUUD in *North Dakota Teacher*.

SCHOOL LAW REVIEW

Some Rules and Regulations Concerning Pupils

By DANIEL R. HODGDON

The duty to make rules and regulations concerning pupils and the conduct of a school is that of the board of education. In most states the law requires the board to make all such rules. If boards fail to formulate rules and regulations the superintendent of schools, the principal, or teachers may make and enforce any reasonable rule or regulation that may be necessary.

The teachers as persons acting in place of the parents may enforce any reasonable rule they may make. Such a rule must be enforced by one who is *in loco parentis* unless otherwise authorized by law to enforce rules. The superintendent is not in loco parentis and in general not authorized to enforce by punishment rules and regulations concerning pupils.

A teacher or board cannot enforce a rule which has nothing to do with the management or conduct of a school. Any rule which has for its object anything outside of the instruction of pupils cannot be enforced. This raises many questions of what can be required of pupils. Pupils cannot be required to sweep floors, wash blackboards, or run errands for the teachers. Such activities are not a part of the course of study. Of course pupils may volunteer to do such things, but they cannot be commanded to do so and punished for failure to comply with the command. Such activities are manual labor, pure and simple, and have no relation to mental development.

Now this does not prevent a teacher from compelling a boy who has drawn pictures of the teacher and others on the schoolroom walls or other parts of the school building, to wash off such pictures as a part of the punishment for defaming the walls. Here the manual labor is merely punishment. All rules and regulations must be confined to matters which concern the education and discipline of pupils in the school.

See State v. Burton, 45 Wis. 150, 30 Am. Rep. 706.

No Freedom of Speech

Freedom of speech in school is not one of the four

freedoms which can be exercised by pupils. They have no right to say what they think or write what they wish to express about the teacher.

A pupil was expelled from school for writing a composition about her "dear teacher" which was not very complimentary. The pupil had poked fun in a sly way at the teacher. Thereafter the pupil was expelled from school. The child claimed that there was no intent to insult the teacher—"Just writing an honest opinion".

However, pupils may not express honest opinions because schools are not democracies to that extent. The court will not pass on whether the article is insulting or not, if the school board has determined that it was insulting to the teacher. The board must be allowed to judge and determine whether the offense justifies expulsion. This power must not be exercised unfairly or maliciously, says the court. The court won't interfere with the action of the teacher or board unless there is evidence of unfairness or malicious treatment of the pupil, and this is often very difficult to prove.

The power of a board is often beyond correction by the court. Thus, in a case where a boy was expelled from school because it was charged he had joined a secret society in violation of a rule of the school, the board came to the conclusion that he had joined the society and expelled him. The boy claimed he had never been a member of the society and appealed to the court, contending he had never joined the society, was not a member, and had at no time been a member and therefor had not disobeyed any rule.

The court refused to review the facts and evidence to determine the guilt or innocence of the pupil. The board had determined the case and that ended any appeal from the expulsion determination. Here is an extreme case where the board may have been entirely wrong in its finding and expelled an innocent pupil, but the technicality of the law can produce injustice. The board has the power to exercise its opinion in such matters without interference of the court as long as its acts are without fraud, cor-

ruption, oppression, or gross injustice. This is often hard to prove.

See Smith v. Board of Education, 182 Ill. App. 342.

"No Powder on the Nose" is Ticklish Rule

No doubt a teacher has the right to make Johnny comb his hair when he arrives in school with his head looking like a Fuller brush, or to send him home for clean clothes when he appears in dirty clothes, and make him wear a necktie if he has one, or to insist that he be given a bath when body odors are offensive. This is for the general good of the school. But it is beyond the power of school authorities to insist that pupils wear a certain kind of uniform if a substitute uniform for a special exercise is worn—especially if the uniform is suitable for the purpose.

Gymnasium teachers have been much concerned recently over requirements that certain types of "gym" shoes be worn for exercises on the gymnasium floor. The lack of rubber-soled shoes and the impossibility of obtaining them often causes a pupil to lose the right to participate in the regular exercises. Teachers have asked the question, "May a pupil be failed in his required 'gym' work because he is unable to obtain proper shoes to meet the rule of the board of education requiring that all pupils wear rubber shoes?"

Under the circumstances any sort of substitute that would not injure the floor would entitle the pupil to the right to participate in the "gym" class. A pupil is not required to do that which cannot be done. To deprive a pupil of his right to education because of a rule which cannot be enforced is unreasonable and arbitrary. The regulations of the OPA would, it seems, take priority over a regulation of the board of education.

Rules such as those which prohibit the wearing of transparent hosiery, low-neck dresses, use of face paint, rouge and lipstick are sometimes made by boards of education and usually cause difficulty. It is far better to avoid any definite rule regarding these matters, and to handle the cases with individual pupils. If such rules are questioned and cases get into court, there is always the chance that the courts will not uphold school authorities.

In one case the court upheld the school board on the grounds that it was not essential for the court to determine whether the rule involved was good or bad. The court was reluctant to say the rule was unreasonable when a high-school girl was suspended for using face powder, and upheld the suspension. One judge, however, dissented, saying that a rule forbidding a girl eighteen years of age from using

face powder is so far unreasonable and beyond the powers of the board that the board acted without authority in making the rule and enforcing it.

See Pugsley v. Sellmeyer, 138 Ark. 247, 250 S.W. 538, 30 A.L.R. 1212 Jones v. Day, 127 Miss. 136, 89 So. 906, 18 A.L.R. 645.

Dignity Not Required

A pupil cannot be compelled to wear a cap and gown in order to graduate and receive a diploma from a high school. The wearing of a cap and gown has no relation to educational values, the discipline of the school, scholastic grades, or intellectual advancement, says the court.

While a board of education may prevent a pupil from participating in the public ceremony of graduation unless a cap and gown are worn, the board or school authority cannot prevent the pupil from graduating and receiving a diploma.

See Valentine v. Independent School District, 191 Iowa 1100, 183 N.W. 434.

Clump! Clump! Clump!

A pupil has no right to wear on his shoes metal heel-plates which shatter the nerves of his unbeloved teacher and make so much noise as to destroy the harmony of the school when he attempts to walk on wood floor. Such plates upset the general conduct of the school and make unnecessary noise and confusion. Synthetic rubber is the remedy for the iron heel.

See Stromberg v. French, 60 N.D. 750, 236 N.W. 477.

Speaking about Priorities: Parents' Judgment

A board of education cannot make a rule that requires a parent to get permission to keep his child home when the child is ill. No parent can be convicted for keeping a child home because he believes him too ill to go to school. If the parent in good faith keeps the child out of school for the child's health and welfare the parent cannot be prosecuted under the compulsory attendance law.

Any rule of a board of education making it necessary for the parent to get the approval of the school authorities to keep a child out of school is unreasonable, unconstitutional and unenforceable. The parent's judgment has priority over the rule of the board.

See State v. Jackson, 71 N.H. 552, 53 Atl. 1021, 60 L.R.A. 739.

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PHILIP W. L. COX and EARL R. GABLER, *Review Editors*

"America at Work Series", by MARSHALL DUNN and LLOYD N. MORRISETT. Yonkers, N.Y.: World Book Co., 1943. *Machines for America*, 164 pages, 80 cents.

Power for America, 164 pages, 80 cents. *Wings for America*, 244 pages, \$1.

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Learning to Care for Children, by DOROTHY E. BRADBURY and EDNA P. AMIDON. New York: D. Appleton-Century Co., 1943. 146 pages, 96 cents.

One of the compensations of wartime changes in high-school practices is the emergence into respectability of activities fostered with little acclaim by alert teachers and faculties during the years of peace. One of the most significant of these is the care of young children by older girls and boys. Such responsibility has been characteristic of family life through the ages; for almost a half-century some schools and some individual teachers in many schools have responded to the opportunity to help youths do better and with eclat that which they are doing or should be doing anyway.

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plain clearly and with many illustrative incidents taken from real life, the young child's ways of thinking and acting and the wise treatment of behavior problems that result from the interaction of these ways with the codes and institutions of adulthood. The book is prepared as a textbook for high-school classes in child-care; but it will prove equally valuable for special groups or individual pupils who can be oriented to the opportunity for service and honor in connection with school credit for evidences of effective living, Victory Corps and Civilian Defense programs, or the quiet assumption of their places in the social order.

Liberal Education, by MARK VAN DOREN. New York: Henry Holt and Co., 1943. 181 pages, \$2.50.

Mark Van Doren is an artist in his choice of phrases and ideas and in presenting them with a deftness and charm and temperateness that soothe while they persuade. In *Liberal Education* he does an effective job of special pleading based on his own selective interpretations of history, tradition, and present values, frankly personal, but so facilely expressed that the reader is inclined to go along with the assertions. Many of them are obviously *obiter dicta*; as such they may be disregarded, so far as his fundamental argument is concerned. In other cases, however, he utilizes them as his postulates, and then the critical reader must quarrel with him.

"The conscious business of education is with the intellect" (p. 62). That there is an intellectual component of much of life's attitudes and faiths and behavior is true enough. That there is a disembodied intellect abstractable from life, however, the modern educator must deny. Nevertheless, on this dogmatic assertion much of the author's further argument is built.

Van Doren holds out cold comfort to the devotees of specialized disciplines (pp. 44-45) even though he does come out flatly for a linguistic-mathematical uniform curriculum in secondary school and college. He would reform the trivium and the quadrivium, harmonizing and unifying them, permitting them to be stretched so as not to exclude some technical training, so long as career training is postponed till post-college years (p. 168) and so long as youths are not encouraged to apply their minds to adult questions until they mature (p. 89)—his argument at these points is almost hedonistic!

The reviewer recommends this book to his fellow progressives rather than to his more academically conservative colleagues.

P.W.L.C.

Foreign Languages and Cultures in American Education, edited by W. V. KAUFERS, G. N. KEFAUVER, and H. D. ROB-

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ERTS. New York: McGraw-Hill Book Co., 1942. 402 pages, \$3.50.

Foreign Languages and Cultures in American Education contains twenty reports of practices by teachers of foreign languages, English, and social studies who participated in the experimental programs conducted by the Stanford University Arts Investigation from 1937-40. These reports are preceded by an introductory chapter by the editors, entitled "Recreating Life through Literature and Language".

The body of the volume; Part II, "Foreign Languages in a Unified Language Arts Curriculum"; Part III, "Cultural Programs in the Foreign Languages"; Part IV, "Cultural Programs Conducted in English", consist of brief chapters each explaining a project actually carried out by the author in a specific school-community. Part V, "Our Creative Role as Teachers of the Language Arts", contains two chapters by Kaulfers. Part VI contains illustrative material that proved of value in connection with the adventure.

No teacher or sponsor of languages in the secondary school can afford to miss this extensive and concrete treatment of the reorientation of their curriculum areas in terms of American life and culture. Even though they subscribe to the disciplinary values of linguistics they will be en-

lightened by knowing what functional teaching for direct social-cultural outcomes may be.

P.W.L.C.

The Little Red School House, by AGNES DE LIMA and THE STAFF OF THE LITTLE RED SCHOOL HOUSE. New York: Macmillan Co., 1942. 349 pages, \$3.50.

The adventure of understanding children through associated undertakings with them has characterized the Little Red School House ever since it was located in its modest red brick building in the early twenties. However skeptical the professional sophisticate may be about many progressive pioneers and institutions, he certainly recognizes the sincerity and competence of those teachers who in succession have worked with Miss Elisabeth Irwin.

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June), and to the music, the dance, and the arts and crafts programs. These brief chapters are devoted to the teachers, the parents, and the graduates respectively, one to school finance, and one to the high school begun with a ninth grade in September 1941. Enlightening appendices present valuable concrete material.

The Little Red School House presents the disciple no blueprint for progressive schooling. But it does offer him most challenging examples. P.W.L.C.

Modern World-Geography, rev. ed., by EARL C. CASE and DANIEL R. BERGSMARK. Philadelphia, Pa.: J. B. Lippincott Co., 1943. 746 pages, \$2.20.

The volume, *Modern World Geography*, here reviewed is a revision of the 1938 edition of the same title. It is devised for use by high-school pupils that they may understand the economic and social advantages and disadvantages of various parts of the world as the home of man.

Part I deals with the natural environment of man; Part II with the United States and Canada; Part III with Europe; Part IV with the Orient; and Part V with Mexico and the Caribbean lands, the humid tropics, and middle-latitude South America. The book has excellent illustrations, maps, and diagrams.

It is an informative book, clearly written, complete so far as it goes. It is rather surprising to the reviewer, however, that the 1943 edition of such a text should have given only subordinate treatment to the East Indies, Burma and Malaya.

"Graphic Histories of Aviation", a series by S. PAUL JOHNSTON. New York: Silver Burdett Co., 1941 and 1942.

Horizons Unlimited, 354 pages, \$2.75.

Flying Squadrons, 234 pages, \$2.56.

Flying Fleets, 188 pages, \$2.20.

Aviation has become an integral part of the American youth's education, dreams, and future. S. Paul Johnston, in his *Horizons Unlimited* which is a graphic history of aviation, has attempted to enrich that youth's education, add substance to his dreams and perhaps, give to him an insight to his future by relating to him, in a most enjoyable manner, the most brilliant achievements of those men who overcame almost insurmountable barriers so that we today might have unlimited vistas of flight through the air.

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When Glenn Curtiss flew a box-kite of an airplane attached to a crude float, on February 17, 1911, naval aviation was born. Mr. Johnston in his *Flying Fleets* tells in condensed graphic form about the development and activities of our "flying fleets".

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The third volume is *Flying Squadrons* a condensed graphic description of the U. S. Army Air Forces, its history and activities. Its contents are set up in exactly the same manner as *Flying Fleets*.

The volumes in this series are interestingly styled and extensively illustrated, with enough reading material to give a fine historical background of aviation to the pupil and enough visual material to hold the interest through each book.

FRANK FOCHT

Rio Grande to Cape Horn, by CARLETON BEALS. Boston: Houghton Mifflin Co., 1943. 377 pages, \$3.50.

Our complacent support of Pan-American solidarity, of the Good Neighbor policy, of financial protection and encouragement for the economies of Latin- and Afro-American nations provides a favorable emotional background for hemispherical understanding. Such understanding, however, does not develop without extensive and exact knowledge of social-political conditions within and among the twenty republics and many "possessions" of the United States and of European countries which compose the Americas to the south of our own country.

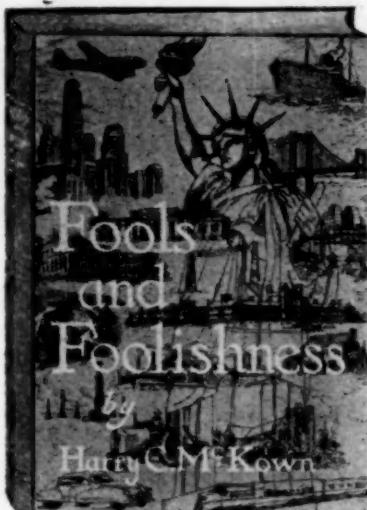
In *Rio Grande to Cape Horn*, Carleton Beals treats many of the cultural, economic, political, and personalist expressions and problems of these peoples and the resulting complicated interactions among them and with the United States, Europe, and Asia. On the whole he seems more temperate, less impatient than in some of his earlier writings.

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- potatoes were "fit only for pigs to eat"?
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- rayon was "a transient fad"?
- Stephen Foster's tunes "persecuted the nerves of deeply musical persons"?
- the steam engine was "not worth a farthing"?
- women were "not physically fit to drive automobiles"?
- the typewriter was "a novelty with no future"?
- riding on railroad trains "superinduces brain disease"?
- the baseball curve was "only an optical illusion"?
- softball was "a game for old ladies and cripples"?
- public schools were "Godless schools"?
- Edison's light bulb was "merely an electric doodad"?
- typing would "cause the female constitution to break down"?

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in setting forth the ambiguities of our national policies, our business practices, and our condescending and superficial cultural contacts. With some notable exceptions, he is content to explain to his vicarious fellow-traveler why the American peoples are what they are and why they hope and fear as they do.

A Reader's Guide to Education. New York: Book-of-the-Month Club, and Washington: National Education Association, 1943. 20 pages, 5 cents.

This pamphlet sponsored cooperatively by the National Education Association and the Book-of-the-Month-Club presents an annotated, classified, and selected list of books about the background and problems of American education. It is not claimed that the lists are exhaustive. But they are representative and should serve as a checklist for even the "well-read" student of education.

Your High School Record—Does It Count? compiled by ROBERT D. FALK. Pierre, S.D.: South Dakota Press, 1943. 123 pages (loose-leaf), \$2.25.

A question that must arise in the mind of every reasonably skeptical youth in high school has to do with the significance of what the school sees fit to record and report about him to parents, colleges, employers, and at the moment to industrial offices. To this generally unspoken query Falk, who is state high school supervisor, answers "yes" and proceeds to document and justify his assertion. To this end he has rallied the support and assistance of personnel directors and other employing officials of business organizations, college and university admissions offices, and for this latest edition representatives of the military forces, WMC, Civil Service.

Nevertheless, the answer so assertively made is subtly subversive. For Falk is not referring to the scholasticisms and class attendance whose recordings seem so important to school institutionalists, but so increasingly bewildering to parents and pupils. He has also received letters from high-school principals listing their "pet peeves". After going through his correspondence he concludes (among other things) that "a high school diploma . . . of itself . . . has little value" but that present living, cooperating, gaining control of self and skills are all important.

Interview and rating cards accompanied by explanatory letters are reproduced, and other evidences, such as excerpts from shop organs, of the traits valued in serious adult life.

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SCHOOL NEWS DIGEST

(Continued from page 365)

BOARDS: Local school boards are often criticized bitterly in educational circles as being variously incompetent, uninformed, venal, etc. The Illinois Association of School Boards, states *School and Society*, has probably been the most active organization in the country in working toward more effectiveness on the part of its school-board members in discharging their responsibilities as the people's trustees of the schools. Readers should be interested in the following points of a recent resolution of the Association, urging that all agencies of education undertake the in-service training of school-board members:

1. All public-school administrators should consciously assist school-board members to obtain information adequate for their responsibilities.
2. All educational associations, from local to national, should promote a program for the adequate education of school-board members.
3. All editors of educational magazines should be requested to advocate action on the program. (This journal so advocates.)
4. Teacher-training institutions should consider requiring all candidates for administrative positions to have a reasonable knowledge of school-board government, and all students to have some knowledge of it. And these institutions should urge upon all candidates for teaching positions the importance of giving professional aid to the school board.

WOMEN: Pi Lambda Theta announces two awards of \$400 each, to be granted on or before September 15, 1944, for significant research studies on the professional problems of women. An unpublished study on any aspect of the subject may be submitted by any individual, whether or not engaged at present in educational work. Deadline for submission is August 1, 1944. For information on the form to be followed in preparing entries, write to May Seagoe, University of California at Los Angeles, Los Angeles, Cal.

POLITICAL: *Political Primer for All Americans* is a small, illustrated pamphlet issued by the CIO, dealing with the practical phases of political action which adult citizens should take to obtain decent government. Its thesis is indicated in these excerpts: "The truth is that politicians are no more corrupt than the people who elect them. The people corrupt the politicians. . . . Let's quit blaming the politicians and face the responsibility of full

(Continued on page 384)

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- II. The Editorial Committee of the above publications is W. D. Reeve of Teachers College, Columbia University, New York, Editor-in-Chief; Dr. Vera Sanford, of the State Normal School, Oneonta, N.Y.; and W. S. Schlauch of Hasbrouck Heights, N.J.

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SCHOOL NEWS DIGEST

(Continued from page 382)

citizenship. Let's go to work where it counts—in the political party of our choice." Social-studies teachers, particularly, will find the pamphlet interesting. Copies may be obtained for 5 cents from the Congress of Industrial Organizations, 718 Jackson Place NW, Washington 6, D.C.

LANGUAGE DRIVE: Recently the foreign language teachers of the District of Columbia got together and staged a "Foreign Language Week" in the junior and senior high schools of the district, and in the community itself. The event was a powerhouse promotional drive for pupils for one subject area, and CH readers should be interested in the technique used, as explained by Emilie Margaret White in *The Modern Language Journal*. Pupils in foreign-language courses were encouraged to work on projects for the event. Throughout the Week the main entrance hall of each junior and senior high school had a foreign-language exhibit—"books, pictures, posters, music, costumes, stamp and coin collections, all kinds of travel souvenirs, dolls, models made by pupils, and the most varied types of *realia*"—and slogans urging foreign-language study. In each school a language assembly was held, with "eminent speakers", skits, and plays. Each school library had a display of its foreign-language resources, livened by work from the art department. Even the school cafeterias were enlisted—in some a different "language" dish was featured each day, in others various "nationality" luncheons were offered, with special menus, and entertainment programs including songs in foreign languages and talks by teachers on the value of foreign-language study. Out in the community, the public libraries cooperated with displays and slogan posters, as did six book stores. The Week's climax on the last day was a radio broadcast on the value of language study. There was a newspaper publicity program also—but it didn't get much space, what with the war and all. These are the facts. Only yesterday the language teachers were sitting there and weeping about falling enrolments. Now there are various evidences that they are on the march, with the light of conquest in their eyes. If the teachers of the other high-school subjects get apprehensive, and set up promotional counter-attacks, every school might become a battlefield on which children are military objectives instead of pupils.